WESTERN PLACER UNIFIED SCHOOL DISTRICT
600 SIXTH STREET, SUITE 400,
LINCOLN, CALIFORNIA 95648
Phone: 916.645.6350 Fax: 916.645.6356

MEMBERS OF THE GOVERNING BOARD

Damian Armitage – President
Paul Long – Vice President
Kris Wyatt – Clerk
Brian Haley – Member
Paul Carras – Member

DISTRICT ADMINISTRATION

Scott Leaman, Superintendent
Kerry Callahan, Deputy Superintendent of Educational Services
Gabe Simon, Assistant Superintendent of Personnel Services
Audrey Kilpatrick, Assistant Superintendent of Business & Operations

School	CALPADS	4/4/2019	5/10/2019
Sheridan Elementary (K-5)	56	56	56
First Street Elementary (K-5)	439	439	441
Carlin C. Coppin Elementary (K-5)	444	452	448
Creekside Oaks Elementary (K-5)	589	620	626
Twelve Bridges Elementary (K-5)	644	647	647
Foskett Ranch Elementary (K-5)	412	422	422
Lincoln Crossing Elementary (K-5)	666	671	671
Glen Edwards Middle School (6-8)	869	869	866
Twelve Bridges Middle School (6-8)	796	803	806
Lincoln High School (9-12)	2,004	1,999	1,988
Phoenix High School (10-12)	100	82	81
SDC Program (18-22)	14	10	9
TOTAL	**7033**	**7,070**	**7,061**

SDC Pre-School

Carlin C. Coppin	0
Foskett Ranch	31
First Street/LIP	15

Parent Education

Continuing Educ. Classes	16

GLOBAL DISTRICT GOALS

~Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.
~Foster a safe, caring environment where individual differences are valued and respected.
~Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
~Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.
~Promote student health and nutrition in order to enhance readiness for learning.

Western Placer Unified School District

Regular Meeting of the Board of Trustees

June 4, 2019

WPUSD District Office/City Hall Building–3rd Floor Conference Room
600 Sixth Street, Lincoln, CA 95648

AGENDA

2018-2019 Goals & Objectives (G & 0) for the Management Team: Component I: Quality Student Performance; **Component II:** Curriculum Themes; **Component III:** Special Student Services; **Component IV:** Staff & Community Relations; **Component V:** Facilities/Administration/Budget.

All Open Session Agenda related documents are available to the public for viewing at the Western Placer Unified School District Office located at 600 Sixth Street, Fourth Floor in Lincoln, CA 95648.

6:00 P.M. START

1. **CALL TO ORDER** – WPUSD District Office/City Hall Bldg. – 3rd Floor Conference Room

2. **COMMUNICATION FROM THE PUBLIC**

This portion of the meeting is set aside for the purpose of allowing an opportunity for individuals to address the Board regarding matters on the agenda. The Board is not allowed to take action on any item, which is not on the agenda except as authorized by Government Code Section 54954.2. Request forms for this purpose are located at the entrance to the Meeting Room. Request forms are to be submitted to the Board Clerk prior to the start of the meeting.

6:05 P.M.

3. **CLOSED SESSION** – WPUSD District Office – 4th Floor Overlook Room

3.1 CONFERENCE WITH LABOR NEGOTIATOR
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators:
~Scott Leaman, Superintendent
~Kerry Callahan, Deputy Superintendent of Educational Services
~Gabe Simon, Assistant Superintendent of Personnel Services
~Audrey Kilpatrick, Assistant Superintendent of Business and Operations

3.2 CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION -
CAL200 et al. v. Apple Valley et al., S.F. County Superior Court Case No. CPF 15-514477

3.3 CONFERENCE WITH REAL PROPERTY NEGOTIATORS
New High School Property APN: 329-020-041, APN: 329-020-043, APN 329-020-019

3.4 STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918
a. Student Discipline – Stipulated Expulsion Student #18-19-L
b. Student Discipline – Stipulated Expulsion Student #18-19-M

3.5 **PERSONNEL**
Public Employee Employment/Discipline/Dismissal/Release -
Roll call vote:

7:00 P.M.

4. **ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE** – District Office/City Hall Blvd., - 3rd Floor Conference Room
The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

4.1 ***Page 10*** **- CONFERENCE WITH LABOR NEGOTIATOR**
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators:
~Scott Leaman, Superintendent
~Kerry Callahan, Deputy Superintendent of Educational Services
~Gabe Simon, Assistant Superintendent of Personnel Services
~Audrey Kilpatrick, Assistant Superintendent of Business and Operations

4.2 ***Page 11*** **- CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION**
CAL200 et al. v. Apple Valley et al., S.F. County Superior Court Case No. CPF-15-514477

4.3 ***Page 12*** **- CONFERENCE WITH REAL PROPERTY NEGOTIATORS**
New High School Property APN: 329-020-041, APN: 329-020-043, APN 329-020-019

4.4 ***Page 13-14*****-STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
a. Student Discipline – Stipulated Expulsion Student #18-19-L
b. Student Discipline – Stipulated Expulsion Student #18-19-M

4.5 ***Page 15*** **- PERSONNEL**
Public Employee Employment/Discipline/Dismissal/Release
Roll call vote:

5. ***Page 17-166*** **- CONSENT AGENDA**

NOTICE TO THE PUBLIC
All items on the Consent Agenda will be approved with one motion, which is not debatable and requires a unanimous vote for passage. If any member of the Board, Superintendent, or the public, so request, items may be removed from this section and placed in the regular order of business following the approval of the consent agenda.

5.1 Certificated Personnel Report
5.2 Classified Personnel Report
5.3 Approval of Minutes for: May 7 & 21, 2019
5.4 Approval of Warrants
5.5 Ratification of Contract with Linmoore Fencing and WPUSD – Lincoln High School
5.6 Approve Update of Application and Agreement for Use of Facilities for the 2019-20 Year
5.7 Ratification of Contract with Obediah Thomas and Foskett Ranch Elementary School

5.8 Ratification of Agreement for Special Inspection and Construction Materials Testing Services with Wallace Kuhl & Associates for the Glen Edwards Middle School Additions and Modernization Project Phase II
5.9 Ratification of Amendment No. 2 to Owner/Architect Agreement with HMC Architects for the Twelve Bridges High School Project
5.10 Approve Resolution No. 18/19.33, Authorizing the Supply and Installation of Access Control System at Glen Edwards Middle School from Ojo Technology, Under a Piggyback Contract Pursuant to Public Contracts Code Section 20118
5.11 Ratification of Contract with Phantom Fireworks and WPUSD – Lincoln High School
5.12 Disposal of Surplus Items
5.13 Ratification of Agreement for Asbestos Removal Air Monitoring and Clearance Services with ESS Environmental for the Glen Edwards Middle School Additions and Modernization Project
5.14 Ratification of Agreement for Fill Materials Assessment with Blackburn Consulting for the Twelve Bridges High School Project
5.15 Student Discipline – Stipulated Expulsion Student #18-19-L
5.16 Student Discipline – Stipulated Expulsion Student #18-19-M
5.17 Approval of 2019-2020 Contract with Wellness Together, Inc.
5.18 Approval of 2019-2020 Contract with Document Tracking Services
5.19 Ratification of Memorandum of Understanding between Placer County Office of Education and WPUSD
5.20 Ratification of Agreements between Cooperative Organization for the Development of Employee Selection Procedures and the WPUSD
5.21 Ratification of Agreement between Dannis Woliver Kelley and the WPUSD
5.22 Ratification of Contract with TNT Fireworks and Lincoln High School
5.23 CARS/Consolidated Application (Spring Release)
Roll call vote:

6. PUBLIC HEARING

6.1 ***Page 168*** **- Public Hearing on 2019-2020 Western Placer Unified School District LCAP**
Pursuant to Education Code (EC) 52062(b)(1), Western Placer Unified School District will hold a public hearing to solicit the recommendations and comments of members of the public regarding the specifications and expenditures proposed to be included in the Local Control and Accountability Plan (LCAP)

6.2 ***Page 368*** **- Public Hearing on 2019-20 Western Placer Unified School District Proposed Budget**
Per California Education Code 42127, on or before July 1 of each year, the governing Board of each school district shall hold a public hearing on the budget to be adopted for the subsequent fiscal year. At this hearing, the Board will take testimony from the public.

7. COMMUNICATION FROM THE PUBLIC

This portion of the meeting is set aside for the purpose of allowing an opportunity for individuals to address the Board regarding matters not on the agenda. The Board is not allowed to take action on any item, which is not on the agenda except as authorized by Government Code Section 54954.2. Request forms for this purpose are located at the entrance to the Meeting Room. Request forms are to be Submitted to the Board Clerk prior to the start of the meeting.

8. REPORTS & COMMUNICATION

- Lincoln High School Student Advisory – Lindsey Ridgway
- Western Placer Teacher's Association – Tim Allen
- Western Placer Classified Employee Association – Gus Nevarez
- Superintendent - Scott Leaman

9. ♦ACTION ♦DISCUSSION ♦INFORMATION

Members of the public wishing to comment on any items should complete a yellow REQUEST TO ADDRESS BOARD OF TRUSTEES form located on the table at the entrance to the Board Room. Request forms are to be submitted to the Board Clerk before each item is discussed.

9.1 Information *Page 371* – **2019-20 BUDGET ASSUMPTIONS AND PROPOSED BUDGET FOR GENERAL FUND AND OTHER FUNDS - Kilpatrick** *(18-19 G & O Component I, II, III, IV, V)*

•District staff has prepared the 2019-20 Proposed Budget documents for Board adoption at the June 18, 2019, Board of Trustees meeting. The most recent State's May Revision Budget proposals are reflected in our 2019-20 budget assumptions. Enclosed are the 2019-20 Budget Assumptions and Proposed Budget for the General Fund and Other Funds for Board review and input.

9.2 Discussion/ Action *Page 396* – **APPROVAL OF TENTATIVE AGREEMENT, ADDENDUM, AND ADJUSTMENT TO 2018-2019 AND 2019-2020 SALARY SCHEDULES FOR THE DISTRICT'S CERTIFICATED EMPLOYEES TO INCLUDE COUNSELORS - Simon** *(18-19 G & O Component I, II, III, IV, V)*

•In light of the Tentative Agreement with the Western Placer Teachers Association (WPTA) affecting salaries for certificated employees of the District, the District recommends that an increase of .5% will be applied to the 18/19 salary schedules, retroactive to January 1, 2019.

9.2 Discussion/ Action *Page 445* – **APPROVAL OF TENTATIVE AGREEMENT, ADDENDUM, AND ADJUSTMENT TO 2018-2019 AND 2019-2020 SALARY SCHEDULES FOR THE DISTRICT'S CLASSIFIED EMPLOYEES - Simon** *(18-19 G & O Component I, II, III, IV, V)*

•In light of the Tentative Agreement with the California School Employees Association (Chapter #741) affecting salaries for classified employees of the District, the District recommends that an increase of .5% will be applied to the 18/19 salary schedules, retroactive to January 1, 2019.

9.2 Discussion/ Action *Page 461* – **APPROVAL OF ADJUNSTMENT TO SALARY FOR THE DISTRICT'S CLASSIFIED MANAGEMENT EMPLOYEES, CLASSIFIED SENIOR MANAGEMENT EMPLOYEES, CLASSIFIED CONFIDENTIAL EMPLOYEES & GRANT FUNDED AFTER SCHOOL PROGRAM EMPLOYEES - Simon** *(18-19 G & O Component I, II, III, IV, V)*

•In light of the Tentative Agreements with CSEA and WPTA effecting salary for other classified and certificated employees of the District, the

District administration is recommending that the same .5% increase, retroactive to January 1, 2019, be applied to the positions which are listed on the 2018/2019 Classified Management, Classified Senior Management, Classified Confidential and Grant Funded After School Program salary schedules.

9.2 Discussion/ Action *Page 471* – **APPROVAL OF ADJUSTMENT TO SALARY SCHEDULES, JOB DESCRIPTIONS, AND CONTRACT REVISIONS FOR THE DISTRICT'S CERTIFICATED MANAGEMENT EMPLOYEES, ASSISTANT SUPERINTENDENTS, DEPUTY SUPERINTENDENT & SUPERINTENDENT**

- Simon *(18-19 G & O Component I, II, III, IV, V)*

•In light of the Tentative Agreements with CSEA and WPTA effecting salary for other classified and certificated employees of the District, the District administration is recommending that the same .5% increase, retroactive to January 1, 2019, be applied to the positions which are listed on the 2018/2019 Certificated Management, Assistant Superintendents, Deputy Superintendents, and Superintendent salary schedules.

10. BOARD OF TRUSTEES

10.1 FUTURE AGENDA ITEMS

The following are a number of agenda items that the Board of Trustees has been monitoring. They are NOT action items for tonight's meeting, but are noted here for continuing purposes and to ensure that when there are changes or new information they will be called up as Action/Discussion/Information.

- School Safety

10.2 BOARD MEMBER REPORTS/COMMENTS

11. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

➢**June 18, 2019** 7:00 P.M., Regular Meeting of the Board of Trustees – District Office/City Hall Bldg., 3rd Floor Conference Room

➢**July 2, 2019** 7:00 P.M., Special Meeting of the Board of Trustees – Lincoln High School Theater 790 J Street, Lincoln

12. ADJOURNMENT

Accommodating Those Individuals with Special Needs:
In compliance with the Americans with Disabilities Act, the Western Placer Unified School District encourages those with disabilities to participate fully in the public meeting process. If you have a special need in order to allow you to attend or participate in our public meetings, please contact the Office of the Superintendent, at (916) 645-6350 at least 48 hours in advance of the meeting you wish to attend so that we may make every reasonable effort to accommodate you, including auxiliary aids or services.

Posted: 053119
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DISCLOSURE OF ACTION TAKEN IN CLOSED SESSION, IF ANY

Western Placer Unified School District
CLOSED SESSION AGENDA

Place: **District Office/City Hall Bldg. – Overlook Room (Fourth Floor)**
Date: **Tuesday, June 4, 2019**
Time: **6:05 P.M.**

1. LICENSE/PERMIT DETERMINATION

2. SECURITY MATTERS

3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR

4. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION

5. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

6. LIABILITY CLAIMS

7. THREAT TO PUBLIC SERVICES OR FACILITIES

8. PERSONNEL
- PUBLIC EMPLOYEE APPOINTMENT
- PUBLIC EMPLOYEE EMPLOYMENT
- PUBLIC EMPLOYEE PERFORMANCE EVALUATION
- **PUBLIC EMPLOYEE EMPLOYMENT/DISCIPLINE/DISMISSAL/ RELEASE**
- COMPLAINTS OR CHARGES AGAINST AN EMPLOYEE

9. CONFERENCE WITH LABOR NEGOTIATOR

10. STUDENTS
- **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
- STUDENT PRIVATE PLACEMENT
- INTERDISTRICT ATTENDANCE APPEAL
- STUDENT ASSESSMENT INSTRUMENTS
- STUDENT RETENTION APPEAL, Pursuant to BP 5123
- DISCLOSURE OF CONFIDENTIAL STUDENT RECORD INFORMATION

1. LICENSE/PERMIT DETERMINATION
   A. Specify the number of license or permit applications.
2. SECURITY MATTERS
   A. Specify law enforcement agency
   B. Title of Officer

3. CONFERENCE WITH REAL PROPERTY NEGOTIATOR
   A. Property: specify the street address, or if no street address the parcel number or unique other reference to the property under negotiation.
   B. Negotiating parties: specify the name of the negotiating party, not the agent who directly or through an agent will negotiate with the agency's agent.
   C. Under negotiations: specify whether the instructions to the negotiator will concern price, terms of payment or both.

4. **CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION**
   - A. Name of case: specify by reference to claimant's name, names or parties, case or claim number.
   - B. Case name unspecified: specify whether disclosure would jeopardize service of process or existing settlement negotiations.
5. **CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION**
   - A. Significant exposure to litigation pursuant to subdivision (b) of Government Code section 54956.9 (if the agency expects to be sued) and also specify the number of potential cases.
   - B. Initiation of litigation pursuant to subdivision (c) of Government Code Section 54956.9 (if the agency intends to initiate a suit) and specify the number of potential cases.
6. **LIABILITY CLAIMS**
   - A. Claimant: specify each claimants name and claim number (if any). If the claimant is filing a claim alleging district liability based on tortuous sexual conduct or child abuse, the claimant's name need not be given unless the identity has already been publicly disclosed.
   - B. Agency claims against.
7. **THREATS TO PUBLIC SERVICES OR FACILITIES**
   - A. Consultation with: specify name of law enforcement agency and title of officer.
8. **PERSONNEL:**
   - A. **PUBLIC EMPLOYEE APPOINTMENT**
     - a. Identify title or position to be filled.
   - B. **PUBLIC EMPLOYEE EMPLOYMENT**
     - a. Identify title or position to be filled.
   - C. **PUBLIC EMPLOYEE PERFORMANCE EVALUATION**
     - a. Identify position of any employee under review.
   - D. **PUBLIC EMPLOYEE EMPLOYMENT/DISCIPLINE/DISMISSAL/RELEASE**
     - a. It is not necessary to give any additional information on the agenda.
   - E. **COMPLAINTS OR CHARGES AGAINST AN EMPLOYEE, UNLESS EMPLOYEE REQUESTS OPEN SESSION**
     - a. No information needed
9. **CONFERENCE WITH LABOR NEGOTIATOR**
   - A. Name any employee organization with whom negotiations to be discussed are being conducted.
   - B. Identify the titles of unrepresented individuals with whom negotiations are being conducted.
   - C. Identify by name the agency's negotiator
10. **STUDENTS:**
    - A. **STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
    - B. **STUDENT PRIVATE PLACEMENT**
      - a. Pursuant to Board Policy 6159.2
    - C. **INTERDISTRICT ATTENDANCE APPEAL**
      - a. Education Code 35146 and 48918
    - D. **STUDENT ASSESSMENT INSTRUMENTS**
      - a. Reviewing instrument approved or adopted for statewide testing program.
    - E. **STUDENT RETENTION/ APPEAL**
      - a. Pursuant to Board Policy 5123
    - F **DISCLOSURE OF CONFIDENTIAL STUDENT RECORD INFORMATION**
      - a. Prevent the disclosure of confidential student information.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Bargaining Groups:
WPTA & CSEA Negotiations
Agency Negotiators:
Scott Leaman, Superintendent
Kerry Callahan, Deputy Superintendent of Educational Services
Gabe Simon, Assistant Superintendent of Personnel Services
Audrey Kilpatrick, Assistant Superintendent Business and Operations

AGENDA ITEM AREA:
Disclosure of action taken in closed session

REQUESTED BY:
Scott Leaman
Superintendent

ENCLOSURES:
No

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 4, 2019

ROLL CALL REQUIRED:
No

BACKGROUND:

Labor Negotiator will give the Board of Trustees an update on Western Placer Teachers Association & Classified Schools Employee Association Bargaining Groups.

ADMINISTRATION RECOMMENDATION:

Administration recommends the board of trustees be updated on negotiations.

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
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4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION

AGENDA ITEM AREA:
Disclosure of Action Taken in Closed Session

REQUESTED BY:
Scott Leaman, Superintendent
Kerry Callahan, Deputy Superintendent of Educational Services

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 4, 2019

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regard to Case: Mark Babbin and CAL200, S.F. County Superior Court (Case No. CPF-15-514477.

RECOMMENDATION:

Administration recommends the Board of Trustees disclose action taken in closed session in regard to Existing Litigation.

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
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4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
CONFERENCE WITH REAL PROPERTY NEGOTIATORS

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Scott Leaman, Superintendent

ENCLOSURES:
No

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 4, 2019

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustee will disclose any action taken in closed session in regard Real Property (Parcel: 329-020-043, 329-020-041 & 329-020-019)

RECOMMENDATION:

Administration recommends the Board of Trustee disclose action taken in closed session in regard to Real Property.

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
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3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Student Discipline
Stipulated Expulsion
Student #18-19-L

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Chuck Whitecotton
District Hearing Officer

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 4, 2019

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will take action under consent to approve the Stipulated Expulsion of Student #18-19-L.

RECOMMENDATION:

The Administration recommends the Board of Trustees disclose approve the Stipulated Expulsion of Student #18-19-L.

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Student Discipline
Stipulated Expulsion
Student #18-19-M

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Chuck Whitecotton
District Hearing Officer

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 4, 2019

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will take action under consent to approve the Stipulated Expulsion of Student #18-19-M.

RECOMMENDATION:

The Administration recommends the Board of Trustees approve the Stipulated Expulsion of Student #18-19-M.

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
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3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
PUBLIC EMPLOYEE EMPLOYMENT/DISCIPLINE/ DISMISSAL/RELEASE

AGENDA ITEM AREA:
Closed Session

REQUESTED BY:
Gabe Simon
Assistant Superintendent of Personnel Services

ENCLOSURES:
No

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 4, 2019

ROLL CALL REQUIRED:
Yes

BACKGROUND:

The Board of Trustees will disclose any action taken in closed session in regards to Public Employee Employment/Discipline/Dismissal/Release.

RECOMMENDATION:

Administration recommends the Board of Trustees disclose action taken in closed session in regards to Public Employee Employment/Discipline/Dismissal/Release.

wp/rk/factform

CONSENT AGENDA ITEMS

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students 2. Foster a safe, caring environment where individual differences are valued and respected. 3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness. 4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students. 5. Promote student health and nutrition in order to enhance readiness for learning.

SUBJECT:
Certificated Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Gabriel Simon
Assistant Superintendent of Personnel Services

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund/Categorical

MEETING DATE:
June 4, 2019

ROLL CALL REQUIRED:
Yes

BACKGROUND:

The Board of Trustees will take action to approve the certificated personnel report.

RECOMMENDATION:

Administration recommends ratification of the certificated personnel report.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT

June 4, 2019

CERTIFICATED/MANAGEMENT

NEW HIRES:

1. Name: Krista Greenlee
   Position: Social Science
   FTE: 1.0
   Effective: 8/9/19
   Site: LHS

2. Name: Matthew Rutledge
   Position: Math
   FTE: 1.0
   Effective: 8/9/19
   Site: LHS

3. Name: Joumana Bawa
   Position: French
   FTE: 1.0
   Effective: 8/9/19
   Site: LHS

4. Name: Christopher Foster
   Position: Math
   FTE: 1.0
   Effective: 8/9/19
   Site: LHS

5. Name: Emily Crowder
   Position: Kindergarten
   FTE: 1.0
   Effective: 8/9/19
   Site: FRE

6. Name: Lyndsay Reynolds
   Position: 4/5 Combo
   FTE: 1.0
   Effective: 7/1/19
   Site: LCE

REQUEST FOR LEAVE OF ABSENCE (SHARED CONTRACTS): None

RESIGNATIONS: None

RETIREMENTS: None

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Classified Personnel Report

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY: GS
Gabriel Simon
Assistant Superintendent of Personnel Services

ENCLOSURES:
Yes

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
General Fund/Categorical

MEETING DATE:
June 4, 2019

ROLL CALL REQUIRED:
Yes

BACKGROUND:

The Board of Trustees will take action to approve the classified personnel report.

RECOMMENDATION:

Administration recommends ratification of the classified personnel report.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
PERSONNEL REPORT

June 4, 2019

CLASSIFIED/MANAGEMENT

NEW HIRES:

1. Name: Jaime Dowler — Effective: 5/20/19
   Position: Food Service Assistant — Site: Twelve Bridges Elementary School
   FTE: 2 Hours/5 Days a week — Replacement
   Days: 10 Months/Year

2. Name: Leslie Whitaker-Moss — Effective: 5/28/19
   Position: Food Service Assistant — Site: Lincoln High School
   FTE: 2.25Hours/5 Days a week — Replacement
   Days: 10 Months/Year

REHIRE: None

TRANSFER/PROMOTION:

1. Name: Sheri Swank — Effective: 2019-2020 School Year
   Position: School Clerk II — Site: Carlin C Coppin Elementary School

ADDITIONAL POSITION: None

RESIGNATIONS:

1. Name: Sheri Swank — Effective: 6/7/19
   Position: Campus/Cafeteria Supervisor — Site: Foskett Ranch Elementary School

2. Name: Teddy Powell — Effective: 6/7/19
   Position: Campus/Cafeteria Supervisor — Site: Creekside Oaks Elementary School

3. Name: Meghan Grimes — Effective: 6/3/19
   Position: Paraprofessional Phys. Hlth. Care — Site: First Street Elementary School

4. Name: Nicolle Fusano — Effective: 6/7/19
   Position: Paraprofessional Phys. Hlth. Care — Site: First Street Elementary School

5. Name: Suzanna Miller — Effective: 6/7/19
   Position: Cafeteria Site Cashier — Site: Carlin C Coppin Elementary School

RETIREMENTS: None

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
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3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Approval of Minutes:

- May 7 & 21, 2019 Regular Board of Trustee Meeting

AGENDA ITEM AREA:
CONSENT AGENDA

REQUESTED BY:
Scott Leaman,
Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 4, 2019

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will consider adoption of the following minutes:

- May 7 & 21, 2019 Regular Board of Trustee Meeting

RECOMMENDATION:

Administration recommends the Board of Trustees take action to approve minutes.

wp/rk/factform

Western Placer Unified School District

Regular Meeting of the Board of Trustees

May 7, 2019

WPUSD District Office/City Hall Building–3rd Floor Conference Room
600 Sixth Street, Lincoln, CA 95648

MINUTES

2018-2019 Goals & Objectives (G & O) for the Management Team: Component I: Quality Student Performance; **Component II:** Curriculum Themes; **Component III:** Special Student Services; **Component IV:** Staff & Community Relations; **Component V:** Facilities/Administration/Budget.

All Open Session Agenda related documents are available to the public for viewing at the Western Placer Unified School District Office located at 600 Sixth Street, Fourth Floor in Lincoln, CA 95648.

Board Members Present:
Damian Armitage, President
Kris Wyatt, Clerk
Brian Haley, Member
Paul Carras, Member

Board Members Absent:
Paul Long, Vice President

Others Present:
Scott Leaman, Superintendent
Kerry Callahan, Deputy Superintendent of Personnel Services
Audrey Kilpatrick, Assistant Superintendent of Business & Operations
Gabe Simon, Assistant Superintendent of Personnel Services
Mike Adell, Director of Facilities
Rosemary Knutson, Secretary to the Superintendent
Lindsey Ridgway, Student Advisory
Matthew Nobert, Lincoln News Messenger

6:00 P.M. START

1. **CALL TO ORDER** – WPUSD District Office/City Hall Bldg. – 3rd Floor Conference Room

2. **COMMUNICATION FROM THE PUBLIC**
   No communication from the public

6:05 P.M.

3. **CLOSED SESSION** – WPUSD District Office – 4th Floor Overlook Room
   - 3.1 **CONFERENCE WITH LABOR NEGOTIATOR**
     Bargaining groups: WPTA & CSEA Negotiations
     Agency Negotiators:
     ~Scott Leaman, Superintendent
     ~Kerry Callahan, Deputy Superintendent of Educational Services
     ~Gabe Simon, Assistant Superintendent of Personnel Services
     ~Audrey Kilpatrick, Assistant Superintendent of Business and Operations

3.2 CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION - CAL200 et al. v. Apple Valley et al., S.F. County Superior Court Case No. CPF 15-514477

3.3 CONFERENCE WITH REAL PROPERTY NEGOTIATORS
New High School Property APN: 329-020-041, APN: 329-020-043, APN 329-020-019

3.4 STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918
a. Student Discipline – Stipulated Expulsion Student #18-19-H
b. Student Discipline – Stipulated Expulsion Student #18-19-I

3.5 PERSONNEL
Public Employee Employment/Discipline/Dismissal/Release -
Roll call vote:

7:00 P.M.

4. ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE – District Office/City Hall Blvd., - 3rd Floor Conference Room
The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

4.1 ***Page 9*** **- CONFERENCE WITH LABOR NEGOTIATOR**
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators:
~Scott Leaman, Superintendent
~Kerry Callahan, Deputy Superintendent of Educational Services
~Gabe Simon, Assistant Superintendent of Personnel Services
~Audrey Kilpatrick, Assistant Superintendent of Business and Operations

No action taken

4.2 ***Page 10*** **- CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION**
CAL200 et al. v. Apple Valley et al., S.F. County Superior Court Case No. CPF-15-514477

No action taken

4.3 ***Page 11*** **- CONFERENCE WITH REAL PROPERTY NEGOTIATORS**
New High School Property APN: 329-020-041, APN: 329-020-043, APN 329-020-019

No action taken

4.4 ***Page 12-13*****-STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
a. Student Discipline – Stipulated Expulsion Student #18-19-H

No action taken

b. Student Discipline – Stipulated Expulsion Student #18-19-I

No action taken

4.5 ***Page 14*** **- PERSONNEL**
Public Employee Employment/Discipline/Dismissal/Release

No action taken

5. ***Page 16-115*** **- CONSENT AGENDA**
5.1 Certificated Personnel Report
5.2 Classified Personnel Report
5.3 Approval of Minutes for: April 2 & 16, 2019
5.4 Approval of Warrants
5.5 Williams Uniform Quarterly Report
5.6 Ratify Contract – Capitol Advisors Group, LLC and WPUSD
5.7 Ratification of Contract with SpyGlass Group and WPUSD
5.8 Ratification of Contract with Starstruck Showcase - Creekside Oaks Enrichment Program
5.9 Disposal of Surplus Items
5.10 Student Discipline – Stipulated Expulsion Student #18-19-H
5.11 Student Discipline – Stipulated Expulsion Student #18-19-I
5.12 Report of Disclosure Requirements for Quarterly Reports of Investments

Mrs. Wyatt requested the removal of item 5.10. Motion by Mrs. Wyatt, seconded by Mr. Haley and passed by a 4-0 *(**Ayes:** Haley, Wyatt, Carras, Armitage **No:** None)* roll call vote to approve consent agenda with the exception of item 5.10 on the consent agenda.

Motion by Mrs. Wyatt, seconded by Mr. Carras and passed by a 4-0 vote to approve 5.10 on the consent agenda with the changing of the date on Student Discipline #18-19-H.

6. **COMMUNICATION FROM THE PUBLIC**
Ace Ensign introduced himself as Finance Director of Lincoln Collegiate Academy and here to respectfully submit the Charter for the Lincoln Collegiate Academy on behalf of the organization. Look forward to partnering with you to serve the family and students of Lincoln and welcome any questions you may have during your review process.
Karen Hopkins shared she lives in Rocklin and will be moving to Lincoln this summer. She is against the charter coming to Lincoln and just wanted to express her concern for them coming in, and asked that you consider all the parents that are speaking tonight
Bobby Odgers just wanted to express he is opposing the charter coming in
Melanie Odgers a resident of Lincoln and have children that go here, and she is opposed of the Rocklin charter Academy coming here. I feel like our taxes need to be spent on the current schools that are here.
Marc Boisvert resident of Lincoln and Business owner, also a part of the community, president of the soccer club and also opposed to Rocklin charter coming to Lincoln. Currently we have high school and elementary school being built, and don't think it's a good fit for Lincoln.

Shannon Boisvert a resident of Lincoln, and here to share her concerns with the administration of Rocklin Academy and its Board. Her son attended Rocklin academy preschool and kindergarten. Was drawn to the high test scores and bragging on top notch education, but also aware of the drama. At one point met with staff to express support of the teacher. As the year progressed she found what was proposed, was no longer in alignment and things were no longer taking action by the school or the board. Stories were changing, and the promise of working together with the parents were no long important, this was made of in several board meetings she had attended. She was concerned as to what was told to her was changing. The school was no longer receptive and the board state it was a school of choice. The board stated if you didn't like it, you could leave. Hundreds of people attended that meeting, parents wanted their voices heard, and it made national and global news. Not only were they ignored, but they were chastised for questioning the board and their concerns were never acknowledged and they were told to move on. This is not about religion or LBGT issues, just want to say that flat out. This is about a board that is not elected but appointed telling their parents they can leave, they're not receptive like you all are. She shared her religion her husbands, and shared she brought here transgender friends to the meeting. Not here to debate policy or procedure, I am here because Rocklin Academy does not represent the best interest for WPUSD. (1) Where will they get their students from? The pool of Lincoln; (2) their presentation states they provide high quality of education in areas were few options exist, the information was forwarded to a board member, she can share it with you. That's a nice complement to give WPUSD while asking for a charter. This speaks volumes of how they are. Here is her son who is attending Lincoln. If Rocklin Academy comes to Lincoln, we would be inviting controversy. Look around, it's already happened. Do you experience this with other charter schools, I don't think so. This is because parents realize the board does not function openly and does not care about the community or the parents. It only because they want to expand and pull kids from existing Lincoln Schools and making it happen. I oppose!

Paul Gallo from Rocklin shared he has a lot of experience with grandchildren in Rocklin Academy in our sister city of Rocklin. It is not a good choice, they have rejected parental rights of parents involved with the education of their children. Just here to warn you it is not a good solution for charter. He is a big charter school support, this is the wrong charter school. If you really need extra schools or charters, please find something else. Just giving you a warning, he is opposed to Rocklin Charter coming to Lincoln.

Rachel Crutchfield had two kids at Rocklin Academy a couple of years ago. Typically in favor of charter schools, but this one in particular she is not. As it has been said before about administration not being supportive of parents. Had a couple of encounters with the administration about things that were happening in her students classroom, and they did not handle the situation well at all. They do not support parents whatsoever, I do not support Rocklin Academy

Justin Storm, Lincoln resident and children went to Rocklin Academy. The experience was not great, would encourage you to be very careful when you review and listen to the people here, I oppose them coming to Lincoln.

Ariel Storm read the following statement: Good evening members of the School board. My name is Ariel Storm, my husband and I have lived in the City of Lincoln for 13 years and our children are in Lincoln schools. Our two girls started at Rocklin Academy Gateway from the very beginning of its opening.

When our daughter was in Kindergarten two years ago there was an incident in her classroom that was very troubling to us. You may have heard of the story that gained National news attention and ended up dividing the community. Through this experience we learned that the school administration lied to parents as well as the media, and also publicly slandered parents who just wanted to say in what their children were exposed to in the classroom. They hid behind privacy laws and politics instead of being transparent. The school chose to protect their own reputation and interests above those of the parents, and turned a simple easily fixable situation into a politically divisive National story.

Rocklin Academy does not have an elected board. So parents found that when we came with our concerns about a number of issues, we were not head. In fact, the board openly admitted that they just listen to the Principal and Superintendent for direction, and didn't care what the parents said. We found that although their charter says that they are a parent partnership school, they are not. Parents had no one to voice concern to and were very troubled by the way the administration was treating parents, teachers and students. In turn over 100 children, roughly 50 or so families as well as multiple teachers left the school and are still leaving to this day.

I know of several families who have left the school or have entered into mediation over special education IEP non-compliance. The academy has continual turnover of special ed. staff and is not equipped to handle the needs of the children. For example, in 2018 the Rocklin Academy Family of Schools was required to settle with a family of a special ed. student from $50,000. Documentation proved that the Academy failed to support this child in the way mandated by federal law.

These are only a few examples of the way that Rocklin Academy has failed its families and students, as well as the community. As you can tell by the turn out of tonight's meeting, controversy and division follow Rocklin Academy wherever they go. As a Lincoln resident I do not want them to bring their division and politics into my home town. I am asking the Board to vote no on the Rocklin Academy Charter. I'd like to ask anyone who opposes Rocklin Academy coming into Lincoln to please raise your hand now so the board can see. Thank you for your time!

Karreen Denning Lincoln resident and strongly opposes Lincoln Academy coming to Lincoln. I don't like the way they handle situation and don't like the lies that are spread, don't like any part of it. Absolutely love charter schools and in favor for them, but this is the wrong school to be here.

Carol Wilson from Lincoln, grandmother of nine and want to say, I agree what the people are saying. I really do not want books brought into our schools that are sexualizing our children that is totally wrong. So I agree with the people do not want that charter here.

Daniel Catania spoke on the shooting that happened today, he also shared the suicide rate among students is sky rocketing. Has seen the curriculum from Rocklin Academy has signed on for that. Feels the teachers are telling students to not listen to parents or grandparents because they are a different generation. These kids no place to turn to, they have no hope and they feel helpless because they have no they can confide in. The curriculum that he saw, it embarrassed him just reading it. Can't imagine a teacher in good conscious teaching anyone in school, can't image that. Wants to challenge the city of Lincoln, what challenge Placer County in our area. We have some really good

facilities that we could use. The Lincoln Christian Life Center has a lot of property out there, we could bring in modular buildings, and we need decent schools. What we need to do is put god back in the classroom and all the craziness out of the classroom. Give these kids something to hang onto. If we did that, we could raise the standard of education and make it a beacon for California. We could bring people in here that want a better standard of education. We need to come together as a community.

Mr. Leaman share the process of accepting a Charter Petition. The first step in the process is the receipt of the petition, which happened tonight. There is a specific timeline which mean we have 30 days we will need to have a public hearing. This will allow the public to speak. The next step the district has 60 day timeline, there are a lot of decision that need to be made. June 4th will be the public hearing. The will be a special meeting at the beginning of July, possibly July 2nd.

There was a recommendation to look at a larger crowd attending the June 4th meeting.

7. REPORTS & COMMUNICATION

➢Lincoln High School Student Advisory, Lindsey Ridgway shared the following:

- Cheer won State Title
- Girls Track won league
- Boys baseball won league
- Speech convention
- Senior doing big brother project
- National 19 students
- Awards night is Thursday
- Placer Youth Coalition is coming to the leadership class tomorrow morning
- Elections for student advisory has chosen Maddie Ridgway to be the student representative for next year.

➢Western Placer Teacher's Association, Tim Allen shared he is excited about the tentative agreement with the district, and a shout out to Barrett Hess for doing a great job in negotiating this year.

➢Western Placer Classified Employee Association, Gus Nevarez had no report

➢Superintendent, Scott Leaman shared the following:

- Excited to hear cheer won State
- We have students at the district office taking AP testing, it's nice having students here
- We have had two groundbreakings within the last board meeting
- We will be looking at staffing and boundaries, the high school is on its way
- Leaman Elementary groundbreaking was well attending, he thanked Gayle Garbolino for being there. The school is very much needed and will allow everyone in Lincoln Crossing to attend their neighborhood school.
- Attended a Library meeting last week, and they are looking at the high school as positive.
- He thanked the Associations for working with the district on negotiations, and reaching tentative agreements with both WPTA and CSEA

8. ♦ACTION ♦DISCUSSION ♦INFORMATION

8.1 Action *Page 117* – **APPROVE RESOLUTION NO. 18/19.31 AUTHORIZING THE ISSUANCE OF 2019 TAX AND REVENUE ANTICIPATION NOTES AND REQUESTING THE BOARD OF SUPERVISORS OF PLACER COUNTY TO ISSUE SAID NOTES - Kilpatrick** *(18-19 G & O Component I, II, III, IV, V)*

•Tax Revenue Anticipation Notes (TRANS) are used as a financing tool to mitigate cash flow deficits. The notes are issued at a tax-exempt interest rate, which is substantially lower than normal bank loans.

Audrey Kilpatrick presented Resolution No. 18/19.31 for approval. Presenting revenue not for expenditures. Will not exceed 20 million dollars, it will be repaid soon after taxes are received. Motion by Mr. Haley, seconded by Mr. Carras *(**Ayes:** Wyatt, Carras, Haley, Armitage **No:** None)* and passed by a 4-0 roll call vote to approve Resolution No. 18/19.21 Authorizing the Issuance of 2019 Tax and Revenue antic

8.2 Action *Page 220* – **APPROVAL OF GUARANTEED MAXIMUM PRICE FOR LEASE-LEASEBACK AGREEMENTS WITH LANDMARK CONSTRUCTION FOR THE GLEN EDWARDS MIDDLE SCHOOL ADDITION AND MODERNIZATION PHASE II PROJECT - Adell** *(18-19 G & O Component I, II, III, IV, V)*

•In December 2017, the Board approved the selection of Landmark Construction for Lease Leaseback services for the Glen Edwards Middle School Addition and Modernization Project.

Mike Adell presented the Guaranteed Maximum Price for Lease-Leaseback Agreements for approval. Motion by Mr. Carras, seconded by Mrs. Wyatt and passed by a 4-0 *(**Ayes:** Armitage, Carras, Haley, Wyatt **No:** None)* vote to approve the Guaranteed Maximum Price for Lease-Leaseback Agreements with Landmark Construction for the Glen Edwards Middle School Addition and Modernization Phase II Project.

8.3 Information/ Discussion/ Action *Page 243* – **RENAMING OF TWELVE BRIDGES HIGH SCHOOL INPUT - Leaman** *(18-19 G & O Component I, II, III, IV, V)*

•Attached is the raw data from the public input on the nine names requested by the Board. We had over 850 responses. To aide in the initial analysis of the input, I have included the total number of responses for each name and total "No" and "Yes" responses.

Mr. Leaman presented the responses received from the community, along with data indicated the number of votes for the proposed names that were posted on the website. Mr. Leaman recommended the board choose a name, or narrow down the list and ask for more input.

Speakers:

Eric Johnson shared as a father of students in Twelve Bridges area, felt the Twelve Bridges High School name identity the location. Excited that Fowler got close, it's wonderful when a person is honored, but there will be other opportunities to naming a school in his honor.
Christopher Anthony grew up here and lives in Lincoln, brought up the history of James Fowler, and shared his history during the time he volunteered at the age of 20. He shared James Fowler volunteer his efforts, and his commander wrote a very touching letter. He is back here in Lincoln, and it would be nice to have a memorial in his honor, we need something to always remember him for the sacrifices he made.
Shirley Russell shared about Charles Lincoln Wilson. Some of these names have been thought of. She understood the Police and Fire requested not to have the high school as TBHS. She feels we should check with the fire and police. The Fowlers have donated very much, and mother was very involved. As Vice President of the League, she expressed her vote strongly towards the James E. Fowler.
Stan Nader shares the same concern with the TBE and TBMS. Even though the community shows the desire, please consider that the name of TBHS is a potential challenge for police and fire and ambulance.
The board spoke on their concerns.

Kris Wyatt recommended Mr. Leaman speak to the Chief Lee. It was the consensus of the board to contact police and fire regarding the Twelve Bridges Schools, and table the final vote until we hear from the emergency responders,

8.4 Action *Page 330* - **ADOPTION OF REVISED/NEW EXHIBITS/ POLICIES/ REGULATIONS – Leaman** *(18-19 G & O Component I, II, III, IV, V)*

- The District Policy Committee and Management Team have reviewed the following new and revised policies/regulations/exhibits as per CSBA. They are now being presented for adoption by the Board of Trustees.

  - ~~BP~~/AR 1312.3 – Uniform Complaint Procedures
  - AR 1340 – Access to District Records
  - BP/AR 4030 – Nondiscrimination in Employment
  - AR 4161.1/4361.1 – Personal Illness/Injury Leave
  - AR 4261.1 – Personal Illness/Injury Leave
  - BB/E 9323.2 – Actions by the Board

Motion by Mr. Haley, seconded by Mrs. Wyatt and passed by a 4-0 *(**Ayes:** Armitage, Carras, Haley, Long **No:** None)* vote to approve Revised/New/Exhibits Policies and Regulations as presented.

9. BOARD OF TRUSTEES

9.1 FUTURE AGENDA ITEMS

The following are a number of agenda items that the Board of Trustees has been monitoring. They are NOT action items for tonight's meeting, but are noted here

for continuing purposes and to ensure that when there are changes or new information they will be called up as Action/Discussion/Information.

- School Safety

9.2 BOARD MEMBER REPORTS/COMMENTS

Mr. Haley the ground breaking was fun,

Mrs. Wyatt attended Health and Wellness Fair and it was well attended. Enjoyed the dancing, teacher appreciation day, teachers are super powers, FFA Chili Cook-off. Collation of Auburn Youth is bringing a program tomorrow. Senior Awards is Thursday night. Lindsey honored her last week as a person who changed her life.

Mr. Carras acknowledge and thanked those who spoke on Rocklin Academy, I am aware of the 7 hour meeting that was held. Appreciated people coming forward and speaking their mind. Ultimately we will be making a decision, and looking forward to hearing from them again.

Mr. Armitage shared his first band director is retiring today, and his kids are asking about Sober grad.

10. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

➢**May 21, 2019** 7:00 P.M., Regular Meeting of the Board of Trustees – First Street School, 1400 First Street, Lincoln

11. ADJOURNMENT

There being no further business, meeting adjourned at 8:32 p.m.

_____
Damian Armitage, President

_____
Kris Wyatt, Clerk

_____
Scott Leaman, Superintendent

_____
Rosemary Knutson, Secretary to the Superintendent

Adopted:

Ayes:

Noes:

Absent:

Accommodating Those Individuals with Special Needs:
In compliance with the Americans with Disabilities Act, the Western Placer Unified School District encourages those with disabilities to participate fully in the public meeting process. If you have a special need in order to allow you to attend or participate in our public meetings, please contact the Office of the Superintendent, at (916) 645-6350 at least 48 hours in advance of the meeting you wish to attend so that we may make every reasonable effort to accommodate you, including auxiliary aids or services.

Western Placer Unified School District

Regular Meeting of the Board of Trustees

May 21, 2019

First Street Elementary School – Multi-Purpose Room

1400 First Street, Lincoln, CA 95648

MINUTES

2018-2019 Goals & Objectives (G & O) for the Management Team: Component I: Quality Student Performance; **Component II:** Curriculum Themes; **Component III:** Special Student Services; **Component IV:** Staff & Community Relations; **Component V:** Facilities/Administration/Budget.

All Open Session Agenda related documents are available to the public for viewing at the Western Placer Unified School District Office located at 600 Sixth Street, Fourth Floor in Lincoln, CA 95648.

Board Members Present:
Damian Armitage, President
Kris Wyatt, Clerk
Brian Haley, Member
Paul Carras, Member
Paul Long, Vice President

Others Present:
Scott Leaman, Superintendent
Kerry Callahan, Deputy Superintendent of Personnel Services
Audrey Kilpatrick, Assistant Superintendent of Business & Operations
Gabe Simon, Assistant Superintendent of Personnel Services
Mike Adell, Director of Facilities
Rosemary Knutson, Secretary to the Superintendent
Lindsey Ridgway, Student Advisory
Matthew Nobert, Lincoln News Messenger

6:00 P.M. START

1. **CALL TO ORDER** – First Street Elementary School – Multi-Purpose Room

2. **COMMUNICATION FROM THE PUBLIC**
   No communication from the public

6:05 P.M.

3. **CLOSED SESSION** – First Street Elementary School – Staff Room
   - 3.1 **CONFERENCE WITH LABOR NEGOTIATOR**
     Bargaining groups: WPTA & CSEA Negotiations
     Agency Negotiators:
     ~Scott Leaman, Superintendent
     ~Kerry Callahan, Deputy Superintendent of Educational Services
     ~Gabe Simon, Assistant Superintendent of Personnel Services
     ~Audrey Kilpatrick, Assistant Superintendent of Business and Operations
   - 3.2 **CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION**
     CAL200 et al. v. Apple Valley et al., S.F. County Superior Court Case No. CPF15-514477

3.3 CONFERENCE WITH REAL PROPERTY NEGOTIATORS
New High School Property APN: 329-020-041, APN: 329-020-043, APN 329-020-019

3.4 STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918
a. Student Discipline – Stipulated Expulsion Student #18-19-J
b. Student Discipline – Stipulated Expulsion Student #18-19-K

3.5 PERSONNEL
Public Employee Employment/Discipline/Dismissal/Release

7:00 P.M.

4. ADJOURN TO OPEN SESSION/PLEDGE OF ALLEGIANCE – First Street Elementary School - Multi-Purpose Room
The Board of Trustees will disclose any action taken in Closed Session regarding the following items:

4.1 ***Page 10*** **- CONFERENCE WITH LABOR NEGOTIATOR**
Bargaining groups: WPTA & CSEA Negotiations
Agency Negotiators:
~Scott Leaman, Superintendent
~Kerry Callahan, Deputy Superintendent of Educational Services
~Gabe Simon, Assistant Superintendent of Personnel Services
~Audrey Kilpatrick, Assistant Superintendent of Business and Operations

No action taken

4.2 ***Page 11*** **- CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION**
CAL200 et al. v. Apple Valley et al., S.F. County Superior Court Case No. CPF15-514477

No action taken

4.3 ***Page 12*** **- CONFERENCE WITH REAL PROPERTY NEGOTIATORS**
New High School Property APN: 329-020-041, APN: 329-020-043, APN 329-020-019

No action taken

4.4 ***Page 13-14*** **- STUDENT DISCIPLINE/EXPULSION PURSUANT TO E.C. 48918**
a. Student Discipline – Stipulated Expulsion Student #18-19-J

No action taken

b. Student Discipline – Stipulated Expulsion Student #18-19-K
No action taken

4.5 *Page 15* - **PERSONNEL**
Public Employee Employment/Discipline/Dismissal/Release

No action was taken
Roll call vote:

5. *Page 17-22* - **SPECIAL ORDER OF BUSINESS**
a. School Being Featured: First Street Elementary School

Mr. Cubias shared what's new at First Street School. He highlighted CHAMPS PTC and introduced Wendi Pineschi to speak about the PTC. She shared she is excited to have parent involvement; shared on enrichment, and provided what parents are doing for the students, and the community and fundraising. Sue Wagner, teacher spoke about the PBIS program, she shared it will be adopted next year, and told why PBIS is good for the school: Positive Behaviors and Intervention & Support. There are nine members of the PBIS team at First Street School. Here are the BEEP rules: **B**e safe, **E**xercise responsibilities, **E**ngage in Learning, **P**ractice kindness.
Tracy Pellegrino presented the Roadrunner Ambassadors - she shared what the students purpose and what they do for their duties, school events, fundraisers, kinder buddies, buddies with Mrs. Sue's class, fieldtrips, and duties to spread positivity throughout the school. Some of the students shared their favorite things they do in Roadrunner Ambassadors

b. District will Honor:
- *Retirees*
- *Employees of the Year*
- *Teachers of the Year*

Mr. Leaman presented plaques to all those who were honored, after the presentation there was a short break for cake and visiting.

6. *Page 24-120* - **CONSENT AGENDA**
6.1 Certificated Personnel Report
6.2 Classified Personnel Report
6.3 Ratification of Contract with AMF Rocklin Lanes and Glen Edwards Middle School
6.4 Approve Agreement for Fiscal Budget Services between School Services of California, Inc., and WPUSD
6.5 Ratification of Contract with Placer County Office of Education and WPUSD
6.6 Disposal of Surplus Items
6.7 Approval of 2019-2020 Contract with Odysseyware
6.8 Approval of 2019-2020 Contract with Turnitin LLC
6.9 Approval of 2019-2020 Contract with Schoology
6.10 Approval of 2019-2020 Contract with Rosetta Stone Ltd. for First Street Elementary School GATE Program
6.11 Approval of 2019-2020 Contract with Rosetta Stone Ltd. for English Learners
6.12 Approval of 2019-2020 Contract with PCOE for Work Experience Education

6.13 Approval of 2019-2020 Contract with PCOE for CTE Career Specialist
6.14 Approval of 2019-2020 Contract with Illuminate Education, Inc.
6.15 Ratification of Contract with Carin Contreras
6.16 Ratification of 2019-2020 Contract with 2 Teach, LLC
6.17 Approval of 2019-2020 Contract with MCT Vision Screening
6.18 Approval of 2019-2020 Contract with AVID
6.19 Ratification of Contract with Pacific Environmental Education Center and Foskett Ranch Elementary
6.20 Ratification of Contract – Hyatt Regency Sacramento for LHS Senior & Junior Prom on April 25, 2020
6.21 Student Discipline – Stipulated Expulsion Student #18-19-J
6.22 Student Discipline – Stipulated Expulsion Student #18-19-K
6.23 Approve Schools Insurance Group Joint Powers Agreement

Mr. Leman requested to pull 6.23 from consent agenda. Motion by Mrs. Wyatt, seconded by Mr. Long and passed by a 5-0 *(**Ayes:** Haley, Long, Wyatt, Carras, Armitage **No:** None)* roll call vote to approve consent agenda as presented, with the exception of 6.23.

Audrey Kilpatrick presented the Resolution No. 18/19.32 for approval of the School Insurance Group Agreement. Motion by Mr. Carras, seconded by Mrs. Wyatt and passed by a 5-0 *(**Ayes:** Long, Wyatt, Carras, Haley, Armitage **No:** None)* roll call vote to approve the Resolution No. 18/19.32 for Schools Insurance Group Joint Powers Agreement as modified.

7. COMMUNICATION FROM THE PUBLIC

Kris Knutson spoke on behalf of Lincoln Community Foundation. He shared the foundation asked the students to put together a video about the Lincoln Community. He introduced the students from Lincoln High who put the video together. He encourage the board to go online and watch the video of Lincoln, it is spectacular.

Shirley Russell shared her concerns on scholarships, and how they were down this year, she understands at one time there was a stipend for someone who helped the students and encouraged them to apply for scholarships. We need to encourage students to apply for scholarships. Need to look into criteria for scholarships,

8. REPORTS & COMMUNICATION

➢Lincoln High School Student Advisory – Lindsey Ridgway shared the following

- Band Concert today
- Choir concert on Thursday
- All senior projects will be on display
- Track will be going to state
- May play day is next Friday
- Senior awards night was last week
- Science Expo is going to Paradise tomorrow
- Graduating student will be visiting elementary sites as in the past
- Graduation will be alphabetical order this year

- Western Placer Teacher's Association, Tim Allen had no report
- Western Placer Classified Employee Association, Jim Houck had no report
- Superintendent, Scott Leaman shared the following:
  - Participated in the Celebrity Waiter last week, they raised $100,000 dollars
  - Attended the PCOE Employee of the Year Event yesterday
  - June 4th board meeting will be held at Lincoln High School Theater
  - June 18th board meeting will be at the district office and will include the final LCAP
  - July 2nd there will be a special board meeting at the Lincoln High School Theater
  - Lincoln High School had Awards Night last Thursday

9. ♦ACTION ♦DISCUSSION ♦INFORMATION

9.1 Information/ Discussion *Page 122* – **WESTERN PLACER UNIFIED SCHOOL DISTRICT – ELECTION ANALYSIS OF MEASURE H BOND – NOVEMBER 6, 2018 – Kilpatrick** *(18-19 G & O Component I, II, III, IV, V)*

•Unfortunately Measure H was unsuccessful in passing in the November 2018 election. Administration has requested an election comparison analysis of Measure H to the Measure N (passing in 2016), Measure A (passing in 2014) and Measure J (not passing in 2010).

Amanda presented a PowerPoint on Bond Measures in the past, she reviewed the following areas:

- Election Results
- Measure H "Organics"
- 75 word ballot question
- Measure H Project Summary
- Political Environment
- Election Results – Available Data, Unavailable Data
- Election Results – Measure H Results
- Election Results – Compared to Recent History
- Turnout – General Election (2010,2014,2016,2018)
- Turnout – Vote by Mail
- Turnout – Polling Place Voters
- Turnout – WPUSD Voters: City of Lincoln vs. Unincorporated Areas
- Key Demographics – Political Party (2016 & 2018)
- Key Demographics – Age (2016 & 2018)
- Election Data – The only thing that matters: voters INSIDE WPUSD!
- Results – Measure H
- Election Results – Precincts with Highest Yes Percentage
- Election Results – Precincts with Lowest Yes Percentage
- Election Results – Precincts with Highest Voter Turnout
- Election Results – Yes in 2016 – No in 2018

This was an information item only

9.2 Information/ Discussion *Page 145* – **MAY REVISION – UPDATE OF 2019-20 GOVERNOR'S PROPOSED STATE BUDGET - Kilpatrick** *(18-19 G & O Component I, II, III, IV, V)*

•On May 10, 2019, Governor Newsom released his May Revision to the proposals for the 2019-20 State Budget. The May Revision is a statutory opportunity for the Governor to recast his proposals in light of the latest economic data.

Audrey Kilpatrick reviews the information received on the Governor's May Revision. She touched on the following:

- Overview on May revision
- Overview of Budget Proposals
- Economy and Revenues
- Current and Prior Year Minimum Guarantee
- 2019-20 Minimum Guarantee
- Cost of Living Adjustment, Average Daily Attendance & LCFF
- Charter Schools
- CalSTRS

9.3 Action *Page 146* –**APPROVE ESTABLISHMENT OF ATLAS LEARNING ACADEMY AND APPROVE APPLICATION TO CALIFORNIA DEPARTMENT OF EDUCATION FOR COUNTY-DISTRICT-SCHOOL - Kilpatrick** *(18-19 G & O Component I, II, III, IV, V)*

•ATLAS Learning Academy serves K-12 students using a hybrid teaching model designed to provide customized and active learning emphasizing high academic achievement, leadership, character development, and outdoor education/project based learning and teamwork.

Audrey Kilpatrick presented the ATLAS K-12 Learning Academy application for approval. She expressed the desire to create a separate school for accountability purposes. Motion by Mr. Haley, seconded by Mr. Long and passed by a 5-0 *(**Ayes:** Armitage, Carras, Haley, Long, Wyatt **No:** None)* vote.

9.4 Action *Page 150* – **CONSIDER APPROVAL OF THE DISTRICT CALENDAR FOR THE 2020-2021 SCHOOL YEAR AND TENTATIVE AGREEMENT - Simon** *(18-19 G & O Component I, II, III, IV, V)*

•A tentative agreement has been reached between the Western Placer Unified School District and the Western Placer Teachers Association on the portion of Article XV – Work Year as it relates to the 2020-2021 District calendar.

Gabe Simon presented a tentative agreement between WPUSD and Teachers Association, along with a work year for 2020-2021. Motion by Mr. Carras, seconded by Mrs. Wyatt and pass by a 5-0 *(**Ayes:** Armitage, Carras, Haley, Long, Wyatt **No:** None)* vote to approve both Western Placer

Teachers Association portion of Article XV and the Work Year calendar for 2020-2021.

9.5 Information/ Discussion/ Action *Page 153* – **RENAMING OF TWELVE BRIDGES HIGH SCHOOL - Leaman** *(18-19 G & O Component I, II, III, IV, V)*

•Over multiple meetings, the Board has considered the renaming of Twelve Bridges High School. The Board selected 9 names for public input and has heard from multiple individuals at Board meetings. The Board requested input form the Lincoln Police Department regarding the safety of having multiple schools with a similar name in close proximity.

Mr. Leaman shared the information received from the chief on proximity of the three Twelve Bridges Schools. After some discussion Mr. Leaman made a recommendation to retain "Twelve Bridges High School" for the new high school.

Shirley Russell spoke on her concerns with the safety and Scott answered the question. She asked next time to give a better explanations on proposed names for the school.
Mr. Haley asked how Rocklin handles high schools attendance pertaining to boundaries.
Mr. Carras indicted he has no incline of changing a decision that the board made years ago.
Mr. Long chooses to going along with Mr. Leeman's recommendation
Mr. Armitage was torn between Fowler or keep the school the same.

Motion by Mr. Haley, seconded by Mr. Carras, and passed by a 4-1 *(**Ayes:** Armitage, Carras, Haley, Long **No:** Wyatt)* vote to keep Twelve Bridge High School and abandon the renaming process.

9.6 Information/ Discussion *Page 156* – **NEW HIGH SCHOOL COLORS/MASCOT - Leaman** *(18-19 G & O Component I, II, III, IV, V)*

•Colors of buildings, school colors, and mascots typically do not require Board action. However, due to the fact this is our first high school opening in 112 years, potential colors will be shared with the Board with a complementary mascot.

9.7 Action *Page 157* - **ADOPTION OF REVISED/NEW EXHIBITS/ POLICIES/ REGULATIONS – Leaman** *(18-19 G & O Component I, II, III, IV, V)*

•The District Policy Committee and Management Team have reviewed the following new and revised policies/regulations/exhibits as per CSBA. They are now being presented for adoption by the Board of Trustees.

- BP 1312.3 – Uniform Complaint Procedures
- AR/E (1)(2)(3)(4) 1312.4 – Williams Uniform Complaint Procedures
- BP/AR 5117 – Interdistrict Attendance
- AR 5125.2 – Withholding Grades, Diploma or Transcripts
- BP 5127 – Graduation Ceremonies and Activities

- E 5145.6 – Parental Notifications
- AR 5148 – Child Care and Development

Motion by Mr. Haley, seconded by Mr. Long and passed by a 5-0 *(**Ayes:** Armitage, Carras, Haley, Long, Wyatt **No:** None)* vote to approve revised polices as presented.

10. BOARD OF TRUSTEES

10.1 FUTURE AGENDA ITEMS

The following are a number of agenda items that the Board of Trustees has been monitoring. They are NOT action items for tonight's meeting, but are noted here for continuing purposes and to ensure that when there are changes or new information they will be called up as Action/Discussion/Information.

- School Safety

10.2 BOARD MEMBER REPORTS/COMMENTS

Mr. Haley no report
Mr. Long shared he like ideas of wallabies as the mascot, he picked Rhino. He thanked Rey and staff for the presentation tonight.
Mrs. Wyatt defiantly like the BEEP BEEP! For the ambassadors, will be going to Paradise with the Science Expo.
Mr. Carras shared he remembers Tracy Pellegrino's enthusiasm from two years ago, and it is still the same today, what you're doing with Roadrunner Ambassadors Club is great!
Mr. Armitage enjoyed the presentation, the enthusiasm of the students was great

11. ESTABLISHMENT OF NEXT MEETING(S)

The President will establish the following meeting(s):

- **June 4, 2019** 7:00 P.M., Regular Meeting of the Board of Trustees – Lincoln High School Theater, 790 J Street, Lincoln
- **June 18, 2019** 7:00 P.M., Regular Meeting of the Board of Trustees – District Office/City Hall Bldg., 3rd Floor Conference Room
- **July 2, 2019** 7:00 P.M., Special Meeting of the Board of Trustees – Lincoln High School Theater, 790 J Street, Lincoln

12. ADJOURNMENT

There being no further business, the meeting was adjourned 9.17 p.m.

_____
Damian Armitage, President

_____
Kris Wyatt, Clerk

_____
Scott Leaman, Superintendent

Rosemary Knutson, Secretary to the Superintendent

Adopted:

Ayes:

Noes:

Absent:

Accommodating Those Individuals with Special Needs:
In compliance with the Americans with Disabilities Act, the Western Placer Unified School District encourages those with disabilities to participate fully in the public meeting process. If you have a special need in order to allow you to attend or participate in our public meetings, please contact the Office of the Superintendent, at (916) 645-6350 at least 48 hours in advance of the meeting you wish to attend so that we may make every reasonable effort to accommodate you, including auxiliary aids or services.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Approval of Warrants

AGENDA ITEM AREA:
Consent Agenda

REQUESTED BY:
Audrey Kilpatrick
Assistant Superintendent of
Business and Operations

ENCLOSURES:
Warrants may be found at
www.wpusd.k12.ca.us

DEPARTMENT:
Business Services

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 4, 2019

ROLL CALL REQUIRED:
N/A

BACKGROUND:

The Board of Trustees will consider approval of warrants paid since the May 7, 2019 board meeting.

RECOMMENDATION:

Administration recommends the Board of Trustees take action to approve warrants as submitted.

wp/rk/factsheetwarrants

Checks Dated 05/24/2019

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85686978	05/24/2019	Atkinson, Geni A	01-4300		37.88
85686979	05/24/2019	Beltram, Kerry W	01-5200		19.14
85686980	05/24/2019	2ND GEAR LLC	01-4400		3,673.32
85686981	05/24/2019	A-Z BUS SALES INC	01-4365		103.37
85686982	05/24/2019	APPLE INC.	01-4300	55.56	
			01-4390	270.12	325.68
85686983	05/24/2019	ASBURY ENVIRONMENTAL SERVICES	01-5800		65.00
85686984	05/24/2019	BUS WEST - DIVISION OF VELOCITY VEHICLE GROUP	01-4365		109.07
85686985	05/24/2019	CAPITOL PUBLIC FINANCE GROUP	25-5800		877.50
85686986	05/24/2019	CDW GOVERNMENT INC	01-4300		1,667.09
85686987	05/24/2019	CITRUS HEIGHTS SAW & MOWER	01-4365	35.59	
			01-5600	148.55	184.14
85686988	05/24/2019	CITY OF LINCOLN	01-5540	6,888.09	
			01-5560	4,587.90	
			01-5570	9,871.26	21,347.25
85686989	05/24/2019	CORWIN PRESS	01-4100		128.45
85686990	05/24/2019	DECO TECH SYSTEMS, INC.	01-4400		18,187.50
85686991	05/24/2019	DISCOVERY OFFICE SYS/US BANK EQUIPMENT FINANCE	01-5600		2,074.51
85686992	05/24/2019	DISCOVERY OFFICE SYSTEMS	01-5600		284.22
85686993	05/24/2019	ECORP CONSULTING INC	21-6140		5,785.55
85686994	05/24/2019	HOLT OF CALIFORNIA	01-4365	609.43	
			01-5600	6,682.87	7,292.30
85686995	05/24/2019	HOME DEPOT CREDIT SERVICES	01-4300		765.51
85686996	05/24/2019	INDUSTRIAL PLUMBING SUPPLY	01-4300		256.06
85686997	05/24/2019	J & J SCREEN & GLASS	01-5600		360.00
85686998	05/24/2019	KINGSLEY BOGARD THOMPSON LLP	01-5810		10,341.69
85686999	05/24/2019	LAKESHORE LEARNING MATERIALS	01-4300		707.65
85687000	05/24/2019	MEDICAL BILLING TECHNOLOGIES	01-5800		529.35
85687001	05/24/2019	MWG MESTMAKER & ASSOCIATES	01-3901		136.60
85687002	05/24/2019	PACIFIC GAS & ELECTRIC CO	01-5510	58,066.53	
			01-5530	3,107.97	61,174.50
85687003	05/24/2019	PLATT ELECTRIC SUPPLY, INC.	01-4300		16.52
85687004	05/24/2019	RAINFORTH GRAU ARCHITECTS	21-6210		120,599.20
85687005	05/24/2019	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		637.05
85687006	05/24/2019	RECOLOGY FMRLY AUBURN PLACER DISPOSAL	01-5540		350.84
85687007	05/24/2019	RSD - REFRIGERATION SUPPLIES	01-4300		177.54
85687008	05/24/2019	SHARP ARCHITECTURE, INC.	21-5800		6,880.00
85687009	05/24/2019	SIERRA OFFICE SUPPLIES &	01-4300		
			25-4300		9.14
85687010	05/24/2019	SITEONE LANDSCAPE SUPPLY	01-4300		307.94
85687011	05/24/2019	THERAPRO INC.	01-4300	180.51	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 05/24/2019

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
			Unpaid Tax	11.16-	169.35
85687012	05/24/2019	WALLACE-KUHL & ASSOCIATES	21-6170		605.00
85687013	05/24/2019	WAXIE'S SANITARY SUPPLY	01-4300		365.42
85687014	05/24/2019	WENDY WEICHEL MURAWSKI - DBA 2 TEACH LLC	01-4300	98.84	
			01-5800	848.37	947.21
85687015	05/24/2019	WHITSNACKS HEALTHY VENDING	01-4300		627.12
85687016	05/24/2019	YUMIKO TAN	73-5850		600.00
85687017	05/24/2019	CROWN DISTRIBUTING INC.	13-4380		1,322.11
85687018	05/24/2019	CULTURE SHOCK YOGURT	13-4710		540.00
85687019	05/24/2019	DANIELSEN COMPANY	13-4710		717.68
85687020	05/24/2019	FIERY GINGER FARM	13-4710		103.50
85687021	05/24/2019	GOLD STAR FOODS, INC	13-4710		4,984.75
85687022	05/24/2019	PROPACIFIC FRESH	13-4380	67.86	
			13-4710	1,141.85	1,209.71
85687023	05/24/2019	UNIFIRST CORPORATION	13-5800		166.56
85687024	05/24/2019	ALISON KOWALCZYK	13-8634		23.25
85687025	05/24/2019	Beckham, Cristin T	01-5200		70.51
85687026	05/24/2019	Fernandez, Jessica M	01-5200		209.94
85687027	05/24/2019	Maul, Michael G	01-4300		153.25
85687028	05/24/2019	Nelson, Clinton J	01-4300		135.56
85687029	05/24/2019	Ortiz, Emily M	01-4300		54.09
85687030	05/24/2019	Quinn, Lauren M	01-4300		305.90
85687031	05/24/2019	Salinger, Adam P	01-4300		71.03
85687032	05/24/2019	Seacrist, Scott L	01-5200		99.67
85687033	05/24/2019	ACADEMIC PLANNERS PLUS	01-4300		710.95
85687034	05/24/2019	CDI COMPUTER DEALERS INC.	01-4300	39,624.20	
			01-4400	6,624.95	
			Unpaid Tax	2,617.77-	43,631.38
85687035	05/24/2019	CDW GOVERNMENT INC	01-4300	13,133.39	
			01-4400	2,600.91	15,734.30
85687036	05/24/2019	CHARLES THORPE DBA SACRAMENTO PARTY JUMPS	01-4300		199.10
85687037	05/24/2019	CLEMENTINE PHOTO BOOTHS LLC	01-5600		259.50
85687038	05/24/2019	DELTA EDUCATION INC	01-4300		708.52
85687039	05/24/2019	DIRECT PRESS 2	01-4300		241.43
85687040	05/24/2019	DISCOVERY OFFICE SYSTEMS	01-5600		239.60
85687041	05/24/2019	EL CAMINO JUMPERS LLC	01-5600		51.48
85687042	05/24/2019	FISHER SCIENTIFIC	01-4300		337.04
85687043	05/24/2019	ILLUMINATE PRODUCTION SRVS INC	01-4300	454.55	
			01-4400	18,182.43	
			01-5800	1,363.65	20,000.63
85687044	05/24/2019	J.W. PEPPER & SON INC	01-4300		67.54
85687045	05/24/2019	JONES-CAMPBELL CO INC	01-4300		287.76
85687046	05/24/2019	MUZZ PRODUCTIONS	01-5800		600.00
85687047	05/24/2019	OFFICE DEPOT	01-4300		211.15

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 05/24/2019

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85687048	05/24/2019	OUTDOOR CREATIONS, INC.	01-4400		1,054.53
85687049	05/24/2019	PARADISE PARTY RENTALS	01-4300		2,686.45
85687050	05/24/2019	PLACER MOBILE MAINTENANCE	01-5800		500.00
85687051	05/24/2019	ROCKLIN LANES AMF BOWLING CENTERS INC	01-5800		1,598.00
85687052	05/24/2019	SAFEWAY INC	01-4300		159.03
85687053	05/24/2019	SCHOOL SPECIALTY INC	01-4300		922.97
85687054	05/24/2019	SPENCER FARMAN	01-5600		227.91
85687055	05/24/2019	SUNSPLASH/GOLFLAND	01-5800		5,404.00
		Total Number of Checks	**78**		**374,726.44**

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	64	232,940.56
13	Cafeteria Fund	8	9,067.56
21	Building Fund #1	4	133,869.75
25	Capital Facilities Fund	2	877.50
73	Foundation Trust	1	600.00
	Total Number of Checks	**78**	377,355.37
	Less Unpaid Tax Liability		2,628.93-
	Net (Check Amount)		**374,726.44**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 05/22/2019

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85686291	05/22/2019	Freymond, Jenifer C	01-4300		284.60
85686292	05/22/2019	Hladun, Jennifer C	01-4300		225.00
85686293	05/22/2019	Kornacki-Castillo, Kelly J	01-4300		291.43
85686294	05/22/2019	Noonan, Jason R	01-4300		28.99
85686295	05/22/2019	Penders, Reno P	01-4300		504.04
85686296	05/22/2019	Salinger, Adam P	01-4300		28.54
85686297	05/22/2019	Tofft, Deborah C	01-5200		130.07
85686298	05/22/2019	Tofft, Matthew J	01-5200		481.27
85686299	05/22/2019	Villanueva, Jennifer E	01-5200		202.46
85686300	05/22/2019	Whitecotton, Charles E	01-4300		136.49
85686301	05/22/2019	ANDERSON'S SIERRA PIPE CO INC	01-4300		255.86
85686302	05/22/2019	APPLE INC.	01-4300		432.93
85686303	05/22/2019	AWARD EMBLEM MFG. CO. INC.	01-4300	681.31	
			Unpaid Tax	44.51-	636.80
85686304	05/22/2019	BIO CORPORATION	01-4300		95.80
85686305	05/22/2019	BSN SPORTS SPORTS SUPPLY GROUP	01-4300		1,021.48
85686306	05/22/2019	CDI COMPUTER DEALERS INC.	01-4300	2,906.70	
			01-4400	834.74	
			Unpaid Tax	241.44-	3,500.00
85686307	05/22/2019	CDW GOVERNMENT INC	01-4300	16,162.35	
			01-4400	3,899.38	20,061.73
85686308	05/22/2019	DEMCO MEDIA	01-4300		37.52
85686309	05/22/2019	DISCOVERY OFFICE SYSTEMS	01-4300		578.05
85686310	05/22/2019	FLINN SCIENTIFIC INC	01-4300		91.60
85686311	05/22/2019	FLORA FRESH, INC.	01-4300		142.91
85686312	05/22/2019	FLORAL RESOURCES SACRAMENTO	01-4300		148.39
85686313	05/22/2019	FOLLETT SCHOOL SOLUTIONS, INC.	01-4300		873.04
85686314	05/22/2019	FULL COMPASS SYSTEMS	01-4400		579.15
85686315	05/22/2019	HAWKINS OFFICIATING SERVICE	01-5800		250.00
85686316	05/22/2019	INSECT LORE	01-4300		65.57
85686317	05/22/2019	J.W. PEPPER & SON INC	01-4100	174.47	
			01-4300	72.14	246.61
85686318	05/22/2019	KRISTON L TAGUE - DBA TAGUE BAND INSTRUMENT SERVICES	01-5600		214.87
85686319	05/22/2019	LAKESHORE LEARNING MATERIALS	01-4300		130.27
85686320	05/22/2019	LOWE'S	01-4300	1,784.37	
			01-4400	108.12	1,892.49
85686321	05/22/2019	MAGNATAG VISIBLE SYSTEMS	01-4300		137.00
85686322	05/22/2019	MJB WELDING SUPPLY, INC.	01-4300		249.94
85686323	05/22/2019	MUSICIANS FRIEND	01-4300		225.23
85686324	05/22/2019	OFFICE DEPOT	01-4300		886.06
85686325	05/22/2019	ORIENTAL TRADING COMPANY INC	01-4300		47.99
85686326	05/22/2019	PACIFIC ENVIRONMENTAL	01-5800		6,347.50
85686327	05/22/2019	REALLY GOOD STUFF	01-4300	748.20	

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Checks Dated 05/22/2019

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
			Unpaid Tax	7.73-	740.47
85686328	05/22/2019	REGENTS OF UC DAVIS	01-5200		450.00
85686329	05/22/2019	RISO PRODUCTS OF SAC INC	01-4300		1,976.86
85686330	05/22/2019	ROCKLER WOODWORKING & HARDWARE	01-4300		25.73
85686331	05/22/2019	SAFEWAY INC	01-4300		237.48
85686332	05/22/2019	SCHOLASTIC BOOK FAIRS - 13	01-4300		2,323.39
85686333	05/22/2019	SCHOOL SPECIALTY INC	01-4300		623.47
85686334	05/22/2019	SEQUOIA WHOLESALE FLORIST	01-4300		1,348.76
85686335	05/22/2019	SPEECH CORNER	01-4300	198.86	
			Unpaid Tax	12.98-	185.88
85686336	05/22/2019	SUPER DUPER SCHOOL COMPANY	01-4300		134.74
85686337	05/22/2019	SUPERIOR REGION CATA	01-5200		800.00
85686338	05/22/2019	TEACHERS PAY TEACHERS DEPT. 6759	01-4300		153.49
85686339	05/22/2019	TIMOTHY D. HERBERT	01-5800		415.00
85686340	05/22/2019	WALKER'S OFFICE SUPPLIES	01-4300		1,984.92
85686341	05/22/2019	WAVE Cable TV	01-5800		20.98
85686342	05/22/2019	Julissa McCoy	01-5800		500.00
85686343	05/22/2019	Katie Kentera	01-5800		250.00
85686344	05/22/2019	Miguel Gutierrez	01-5800		500.00
85686345	05/22/2019	Yumiko Tan	01-5800		500.00
		Total Number of Checks	**55**		**54,632.85**

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	55	54,939.51
	Total Number of Checks	55	54,939.51
	Less Unpaid Tax Liability		306.66-
	Net (Check Amount)		**54,632.85**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 05/17/2019

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85685748	05/17/2019	Cress, Amy L	01-5200		111.00
85685749	05/17/2019	Martelle, Jina S	01-5200		48.28
85685750	05/17/2019	Pettersen, Amy L	01-5200		124.67
85685751	05/17/2019	Ritchie, Hannah K	01-5200		55.00
85685752	05/17/2019	APPLE INC.	01-4300	1,954.07	
			01-4390	1,237.16	3,191.23
85685753	05/17/2019	AUBURN TROPHIES	01-4300		909.64
85685754	05/17/2019	BLACKBURN CONSULTING	21-6140		26,862.90
85685755	05/17/2019	BRIGHT START THERAPIES INC	01-5800		1,087.50
85685756	05/17/2019	CDW GOVERNMENT INC	01-4300	22,670.01	
			01-4390	62.79	
			21-4300	8,248.50	
			21-4400	12,505.50	43,486.80
85685757	05/17/2019	COAST TO COAST COMPUTER PRODUCTS	01-4300		733.52
85685758	05/17/2019	CROWN DISTRIBUTING INC.	13-4380		1,074.23
85685759	05/17/2019	CULTURE SHOCK YOGURT	13-4710		300.00
85685760	05/17/2019	DANIELSEN COMPANY	13-4380	5.15	
			13-4710	573.45	578.60
85685761	05/17/2019	FIERY GINGER FARM	13-4710		103.50
85685762	05/17/2019	GOLD STAR FOODS, INC	13-4710		13,487.80
85685763	05/17/2019	HILLYARD / SACRAMENTO	01-4300		444.77
85685764	05/17/2019	HMC GROUP	21-6210		135,525.41
85685765	05/17/2019	L & H AIRCO	01-5600		243.60
85685766	05/17/2019	LAKESHORE LEARNING MATERIALS	01-4300		287.18
85685767	05/17/2019	LANDMARK CONSTRUCTION	21-6270		17,130.40
85685768	05/17/2019	LAURA LIPTON	01-5800		12,400.00
85685769	05/17/2019	LEARNING SOLUTIONS INC	01-5800		5,158.71
85685770	05/17/2019	LOWE'S	01-4300		238.15
85685771	05/17/2019	MAXIM HEALTHCARE SERVICES DBA MAXIM STAFFING SOLUTIONS	01-5800		780.36
85685772	05/17/2019	PACIFIC GAS & ELECTRIC CO	01-5510		1,142.96
85685773	05/17/2019	PLACER COUNTY SELPA	01-5200		5,945.00
85685774	05/17/2019	PLACER LEARNING CENTER	01-5800		42,973.67
85685775	05/17/2019	PRO-ED	01-4300		88.00
85685776	05/17/2019	PROPACIFIC FRESH	13-4710		1,683.16
85685777	05/17/2019	ROEBBELEN CONTRACTING INC	21-6270		1,403,532.20
85685778	05/17/2019	RSD - REFRIGERATION SUPPLIES	01-4300		82.86
85685779	05/17/2019	SAFEWAY INC	01-4300		277.84
85685780	05/17/2019	SHARP ARCHITECTURE, INC.	21-5800		7,240.00
85685781	05/17/2019	SHI INTERNATIONAL CORP	01-5800		43,350.90
85685782	05/17/2019	SIERRA BUILDING SYSTEMS INC	01-4300		1,392.39
85685783	05/17/2019	SIERRA FOOTHILLS ACADEMY	01-5800		38,909.07
85685784	05/17/2019	STATE OF CALIFORNIA - DOJ	01-5821		196.00
85685785	05/17/2019	U.S. BANK NATIONAL ASSOCIATION U.S. BANCORP PURCHASING CARD	01-4300	695.74	
			01-4390	1,409.74	

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Checks Dated 05/17/2019

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85685785	05/17/2019	U.S. BANK NATIONAL ASSOCIATION U.S. BANCORP PURCHASING CARD	01-4400	1,060.43	
			01-5200	8,512.72	
			01-5600	117.98	
			01-5800	320.50	
			13-4300	35.37	
			13-4710	44.75	
			13-5300	132.00	
			21-4300	587.58	
			21-5200	3.50	12,920.31
85685786	05/17/2019	UNIFIRST CORPORATION	13-5800		164.16
85685787	05/17/2019	WESTERN PLACER WASTE MGT AUTH ACCOUNTING DIVISION WPWMA	01-5540		111.50
85685788	05/17/2019	WESTERN PSYCHOLOGICAL SERVICES	01-4300		604.03
85685789	05/17/2019	DANIKA DAVIS	01-5800		152.19
85685790	05/17/2019	DANIKA DAVIS	01-5800		142.68
85685791	05/17/2019	DANIKA DAVIS	01-5800		161.70
85685792	05/17/2019	DANIKA DAVIS	01-5800		142.68
		Total Number of Checks	**45**		**1,825,576.55**

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	33	196,336.99
13	Cafeteria Fund	8	17,603.57
21	Building Fund #1	7	1,611,635.99
	Total Number of Checks	45	1,825,576.55
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		**1,825,576.55**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 05/10/2019

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85684349	05/10/2019	Risucci, Kathleen L	01-4300		30.68
85684350	05/10/2019	BALFOUR	01-4300		2,091.30
85684351	05/10/2019	BLACKPOINT ENGINEERING, LLC	01-4400	1,060.81	
			Unpaid Tax	71.71-	989.10
85684352	05/10/2019	CITY OF LINCOLN/NON UTILITY	01-5800		216.00
85684353	05/10/2019	CITY OF LINCOLN/NON UTILITY	01-5800		201.00
85684354	05/10/2019	EMPIRE MINE STATE HISTORIC PK	01-5800		160.00
85684355	05/10/2019	FOLLETT SCHOOL SOLUTIONS, INC.	01-4300		144.61
85684356	05/10/2019	LINCOLN HIGH SCHOOL	01-5800		195.00
85684357	05/10/2019	PLACER COUNTY MUSEUMS DIVISION	01-5800		640.00
85684358	05/10/2019	Lynnette Ristine	01-5800		244.50
85684359	05/10/2019	AIR CONTROL SERVICES, INC.	13-5600		1,218.83
85684360	05/10/2019	CROWN DISTRIBUTING INC.	13-4380		3,158.60
85684361	05/10/2019	CULTURE SHOCK YOGURT	13-4710		360.00
85684362	05/10/2019	DANIELSEN COMPANY	13-4380	41.56	
			13-4710	1,940.47	
			Unpaid Tax	2.11-	1,979.92
85684363	05/10/2019	FIERY GINGER FARM	13-4710		103.50
85684364	05/10/2019	GOLD STAR FOODS, INC	13-4710		8.10
85684365	05/10/2019	LANDMARK CONSTRUCTION	21-6270		688,556.05
85684366	05/10/2019	PRODUCERS DAIRY FOODS, INC.	13-4710		2,830.64
85684367	05/10/2019	PROPACIFIC FRESH	13-4380	140.32	
			13-4710	1,897.41	2,037.73
85684368	05/10/2019	SLIC CO-OP LEAD DISTRICT	13-5800		250.00
85684369	05/10/2019	UNIFIRST CORPORATION	13-5800		166.56
85684370	05/10/2019	Fury, Lori J	01-5200		46.34
85684371	05/10/2019	Hichborn, Amber N	01-5200		138.27
85684372	05/10/2019	Jones, Jarma R	01-5460		100.00
85684373	05/10/2019	Kaur, Bhawnpreet	01-5200		102.66
85684374	05/10/2019	Knutson, Rosemary	01-5200		16.24
85684375	05/10/2019	Medved, Shannon V	01-5200		134.19
85684376	05/10/2019	Melendrez-Lopez, Faviola J	01-5200		101.82
85684377	05/10/2019	A-Z BUS SALES INC	01-4365		372.71
85684378	05/10/2019	ADVANCED INTEGRATED PEST	01-5800		1,296.00
85684379	05/10/2019	APPROVED SAFE & LOCK	01-4300	54.42	
			01-5600	25.77	80.19
85684380	05/10/2019	AT&T	01-5560		4,548.07
85684381	05/10/2019	BUS WEST - DIVISION OF VELOCITY VEHICLE GROUP	01-4365		381.28
85684382	05/10/2019	C & S TELECOMMUNICATIONS INC	01-4300	63.32-	
			01-5600	178.32	115.00
85684383	05/10/2019	CAPITOL CLUTCH AND BRAKE INC	01-4365		64.35
85684384	05/10/2019	CDW GOVERNMENT INC	01-4300	784.77	
			01-4400	1,485.65	2,270.42
85684385	05/10/2019	CITRUS HEIGHTS SAW & MOWER	01-4365	2.78	

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Checks Dated 05/10/2019

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85684385	05/10/2019	CITRUS HEIGHTS SAW & MOWER	01-5600	27.38	30.16
85684386	05/10/2019	CITY OF LINCOLN - ALARM PRGM LINCOLN POLICE DEPARTMENT	01-5800		20.00
85684387	05/10/2019	CITY OF LINCOLN / PG&E REIMB	01-5510		2,091.55
85684388	05/10/2019	CLIMATE CONTROL INC	01-5600	1,556.00	
			01-5800	799.00	2,355.00
85684389	05/10/2019	CULVER ARMATURE & MOTOR	01-4300		112.73
85684390	05/10/2019	DAWSON OIL COMPANY	01-4345	5,505.14	
			01-4350	18,040.04	23,545.18
85684391	05/10/2019	DR. ROBERT A. HOFFMAN	01-5800		5,832.00
85684392	05/10/2019	FEDEX / ACCT 1266-6713-2	01-4100		3,699.01
85684393	05/10/2019	FLINT BUILDERS, INC.	21-6200		3,185,185.00
85684394	05/10/2019	GRAINGER	01-4300		55.06
85684395	05/10/2019	HOLT OF CALIFORNIA	01-4365	161.06	
			01-5600	1,766.13	1,927.19
85684396	05/10/2019	JABBERGYM INC.	01-5800		5,320.00
85684397	05/10/2019	JAMIE PUCCETTI ESCOBAR	01-5800		62.64
85684398	05/10/2019	LOZANO SMITH LLP	01-5810	4,120.52	
			25-5810	5,265.60	9,386.12
85684399	05/10/2019	MAXIM HEALTHCARE SERVICES DBA MAXIM STAFFING SOLUTIONS	01-5800		990.36
85684400	05/10/2019	MEDICAB	01-5800		6,092.00
85684401	05/10/2019	NORA DAVIS	01-5800		631.04
85684402	05/10/2019	PACIFIC GAS & ELECTRIC CO	01-5530		297.54
85684403	05/10/2019	RAY MORGAN/US BANK EQUIPMENT FINANCE SERVICES	01-5600		3,710.16
85684404	05/10/2019	RIEBES AUTO PARTS	01-4365		1,189.18
85684405	05/10/2019	SARAH J. JOINER	01-5800		295.80
85684406	05/10/2019	SCHOOL STEPS, INC.	01-5800		26,682.50
85684407	05/10/2019	SIERRA OFFICE SUPPLIES &	01-4300	179.27	
			21-4300	49.05	228.32
85684408	05/10/2019	SIG SCHOOLS INSURANCE GROUP	01-3402		1,742.80
85684409	05/10/2019	SPECIALIZED EDUC OF CA, INC. DBA SIERRA SCHOOLS	01-5800		16,237.73
85684410	05/10/2019	SUTTER MEDICAL FOUNDATION	01-5800		426.00
85684411	05/10/2019	VIKING SHRED LLC	01-5800		61.99
85684412	05/10/2019	WAXIE'S SANITARY SUPPLY	01-4300		443.95
85684413	05/10/2019	WOMEN'S EMPOWERMENT	11-4300		272.38
		Total Number of Checks	**65**		**4,014,273.05**

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	52	122,902.80
11	Adult Education Fund	1	272.38
13	Cafeteria Fund	10	12,115.99
21	Building Fund #1	3	3,873,790.10
25	Capital Facilities Fund	1	5,265.60

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Checks Dated 05/10/2019

Check Number	Check Date	Pay to the Order of		FD-OBJT	Expensed Amount	Check Amount
		Total Number of Checks	65		4,014,346.87	
		Less Unpaid Tax Liability			73.82-	
		Net (Check Amount)			**4,014,273.05**	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 05/08/2019

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85683413	05/08/2019	Brothers, Annie Z	01-5200		264.97
85683414	05/08/2019	Fernandez, Jessica M	01-5200		144.04
85683415	05/08/2019	Gonzalez, Felicitas M	01-5200		91.16
85683416	05/08/2019	Hill, Kate M	01-5200		278.00
85683417	05/08/2019	Hladun, Jennifer C	01-5200		197.96
85683418	05/08/2019	Jones, Jarma R	01-4300		35.44
85683419	05/08/2019	Penders, Reno P	01-4300		61.99
85683420	05/08/2019	Salli-Brown, Michelle K	01-4300		44.68
85683421	05/08/2019	Shye, Laura C	01-5200		278.00
85683422	05/08/2019	Sliepen, Laura D	01-5200		244.97
85683423	05/08/2019	Wright, Jennifer A	01-5200		276.96
85683424	05/08/2019	ADD SOME CLASS	01-4300		1,668.32
85683425	05/08/2019	ADORAMA INC	01-4400	2,357.36	
			Unpaid Tax	159.36-	2,198.00
85683426	05/08/2019	ALPHA FIRED ARTS	01-4300		214.18
85683427	05/08/2019	BURKETT'S OFFICE	01-4300		13,190.12
85683428	05/08/2019	CDI COMPUTER DEALERS INC.	01-4300	9,387.72	
			01-4400	2,695.98	
			Unpaid Tax	652.50-	11,431.20
85683429	05/08/2019	CDW GOVERNMENT INC	01-4300		564.44
85683430	05/08/2019	COAST TO COAST COMPUTER PRODUCTS	01-4300		677.72
85683431	05/08/2019	DIRECT PRESS 2	01-4300		796.33
85683432	05/08/2019	DISCOVERY OFFICE SYSTEMS	01-4300		91.14
85683433	05/08/2019	ENTERPRISE RENT A CAR	01-5800		221.52
85683434	05/08/2019	FOLLETT LIBRARY RESOURCES	01-4200		607.25
85683435	05/08/2019	MJB WELDING SUPPLY, INC.	01-4300		47.50
85683436	05/08/2019	MUSIC IN MOTION	01-4300		213.07
85683437	05/08/2019	NASCO MODESTO	01-4300		95.13
85683438	05/08/2019	OFFICE DEPOT	01-4300		1,462.13
85683439	05/08/2019	RECOLOGY FMRLY AUBURN PLACER DISPOSAL	01-4300		135.00
85683440	05/08/2019	RIDDELL ALL AMERICAN SPORTS CORPORATION	01-5800		10,692.67
85683441	05/08/2019	RISO PRODUCTS OF SAC INC	01-4300		784.39
85683442	05/08/2019	SCHOOL SPECIALTY INC	01-4300		42.87
85683443	05/08/2019	WESTERN TOOL SUPPLY	01-4300	1,334.82	
			01-4400	445.98	1,780.80
85683444	05/08/2019	Lisa Heffley	01-5800		44.08
		Total Number of Checks	**32**		**48,876.03**

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	32	49,687.89

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 05/08/2019

Check Number	Check Date	Pay to the Order of		FD-OBJT	Expensed Amount	Check Amount
		Total Number of Checks	32		49,687.89	
		Less Unpaid Tax Liability			811.86-	
		Net (Check Amount)			**48,876.03**	

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Checks Dated 05/03/2019

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85682741	05/03/2019	Armitage, Damian T	01-5200		279.09
85682742	05/03/2019	Arnold, Krystal G	01-5200		401.35
85682743	05/03/2019	Bettini, Maria H	01-5200		12.76
85682744	05/03/2019	Cervetti, Tracie R	01-4300		29.98
85682745	05/03/2019	Chapman, Vivian G	01-5200		17.11
85682746	05/03/2019	Ford, Gina M	01-5200		217.39
85682747	05/03/2019	Gordon, Kelley D	01-5200		69.02
85682748	05/03/2019	Johnson, Shannon L	01-5200		27.34
85682749	05/03/2019	Lillie, Tracey N	01-5200	299.09	
			11-5200	69.42	368.51
85682750	05/03/2019	Long, Paul M	01-5200		293.96
85682751	05/03/2019	Martelle, Jina S	01-5200		125.28
85682752	05/03/2019	McKinney, Robin W	01-5200		20.88
85682753	05/03/2019	Mosbacher, Laura K	01-5200		210.77
85682754	05/03/2019	Woods, Randall A	01-5200		351.60
85682755	05/03/2019	A-Z BUS SALES INC	01-4365		183.39
85682756	05/03/2019	ACSA - PLACER CO. CHAPTER ATTN: STEPHANIE GROAT	01-4300	540.00	
			01-5200	460.00	
			01-5800	120.00	1,120.00
85682757	05/03/2019	APPLE INC.	01-5800		3,500.00
85682758	05/03/2019	BRIGHT START THERAPIES INC	01-5800		1,325.00
85682759	05/03/2019	BUS WEST - DIVISION OF VELOCITY VEHICLE GROUP	01-4365		157.17
85682760	05/03/2019	C & S TELECOMMUNICATIONS INC	01-4300	798.86	
			01-5600	388.95	1,187.81
85682761	05/03/2019	CAPITOL PUBLIC FINANCE GROUP	25-5800		4,875.00
85682762	05/03/2019	CDW GOVERNMENT INC	01-4300	5,874.45	
			01-4390	80.75	
			21-4300	1,486.48	
			21-4400	18,908.19	26,349.87
85682763	05/03/2019	CITY OF LINCOLN	01-5540		102.12
85682764	05/03/2019	CITY OF LINCOLN - ALARM PRGM LINCOLN POLICE DEPARTMENT	01-5800		150.00
85682765	05/03/2019	CLIMATE CONTROL INC	01-5800		1,441.50
85682766	05/03/2019	COAST TO COAST COMPUTER PRODUCTS	01-4300		171.58
85682767	05/03/2019	DISCOVERY OFFICE SYSTEMS	01-4300	15.37	
			01-5600	98.32	113.69
85682768	05/03/2019	EATON INTERPRETING SVCS INC	01-5800		236.25
85682769	05/03/2019	FLAG HOUSE	01-4300		42.04
85682770	05/03/2019	FUN AND FUNCTION	01-4300		799.95
85682771	05/03/2019	GRAINGER	01-4300		141.10
85682772	05/03/2019	HD SUPPLY FACILITIES MAINTENENCE, LTD.	01-4300		216.82
85682773	05/03/2019	HILLYARD / SACRAMENTO	01-4300		651.16
85682774	05/03/2019	LOZANO SMITH LLP	01-5810		1,302.83

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 05/03/2019

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85682775	05/03/2019	MAXIM HEALTHCARE SERVICES DBA MAXIM STAFFING SOLUTIONS	01-5800		2,279.36
85682776	05/03/2019	MEDICAL BILLING TECHNOLOGIES	01-5800		208.55
85682777	05/03/2019	MOBILE DEFENDERS	01-4300		241.46
85682778	05/03/2019	NAVIA BENEFIT SOLUTIONS	01-5800		137.50
85682779	05/03/2019	NCM - NATIONAL CINEMEDIA LLC	01-5801		775.00
85682780	05/03/2019	OMG DIVERSIFIED DOOR & LOCK	21-4300		7,247.97
85682781	05/03/2019	PACIFIC GAS & ELECTRIC CO	01-5510	27,076.35	
			01-5530	7,496.36	34,572.71
85682782	05/03/2019	PESI HEALTHCARE	01-4300	26.83	
			01-5200	200.21	227.04
85682783	05/03/2019	PLACER CO FACILITY SRVS DEPT	01-5550	2,922.83	
			01-5570	4,997.48	7,920.31
85682784	05/03/2019	SCHOOL SERVICES OF CA INC	01-5800		6,178.16
85682785	05/03/2019	SCHOOL TECH SUPPLY	01-4400		10,680.06
85682786	05/03/2019	US BANK BUSINESS EQUIPMENT	01-5600		110.18
85682787	05/03/2019	WALLWISHER INC	01-4300		99.00
85682788	05/03/2019	WAVE BUSINESS WAVE BROADBAND-ROCKLIN	01-5560		4,753.25
85682789	05/03/2019	WELLNESS TOGETHER	01-5800		12,960.00
85682790	05/03/2019	Brian Haley	01-5200		455.17
85682791	05/03/2019	Kris Wyatt	01-5200		155.96
85682792	05/03/2019	CROWN DISTRIBUTING INC.	13-4380		248.61
85682793	05/03/2019	CULTURE SHOCK YOGURT	13-4710		360.00
85682794	05/03/2019	DANIELSEN COMPANY	13-4710		1,008.51
85682795	05/03/2019	FIERY GINGER FARM	13-4710		115.00
85682796	05/03/2019	GOLD STAR FOODS, INC	13-4710		7,423.84
85682797	05/03/2019	PRODUCERS DAIRY FOODS, INC.	13-4710		2,269.14
85682798	05/03/2019	PROPACIFIC FRESH	13-4380	101.79	
			13-4710	1,702.17	1,803.96
85682799	05/03/2019	SAMI'S CIRCUIT	01-5800		900.00
85682800	05/03/2019	SHARP ARCHITECTURE, INC.	21-5800		680.00
85682801	05/03/2019	UNIFIRST CORPORATION	13-5800		166.56
85682802	05/03/2019	WALLACE-KUHL & ASSOCIATES	21-6170		1,161.25
85682803	05/03/2019	MARIANNE PLEICH	13-8634		13.00
85682804	05/03/2019	Fernandez, Jessica M	01-5200		81.78
85682805	05/03/2019	Freymond, Jenifer C	01-5200		86.63
85682806	05/03/2019	Justice, William H	01-4300		219.02
85682807	05/03/2019	Noonan, Jason R	01-5200		103.90
85682808	05/03/2019	Rennie, April G	01-4300		200.98
85682809	05/03/2019	ALL METALS SUPPLY INC	01-4300		291.51
85682810	05/03/2019	ALPHA FIRED ARTS	01-4300		509.00
85682811	05/03/2019	ANDERSON'S SIERRA PIPE CO INC	01-4300		18.72
85682812	05/03/2019	AVALON PRINTING & GRAPHICS	01-4300		153.12
85682813	05/03/2019	AWARD EMBLEM MFG. CO. INC.	01-4300		202.17
85682814	05/03/2019	B&H PHOTO VIDEO	01-4300	24.55	
			Unpaid Tax	1.66-	22.89

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Checks Dated 05/03/2019

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85682815	05/03/2019	BEST OFFICE PRODUCTS	01-4300	129.79	
			Unpaid Tax	7.83-	121.96
85682816	05/03/2019	BOOMERANG PROJECT	01-5200		2,895.00
85682817	05/03/2019	CAROLINA BIOLOGICAL SUPPLY	01-4300		321.65
85682818	05/03/2019	CDW GOVERNMENT INC	01-4300	4,122.36	
			01-4400	3,106.03	7,228.39
85682819	05/03/2019	CHEVRON	01-4300		212.00
85682820	05/03/2019	CITY OF LINCOLN/NON UTILITY	01-5800		150.00
85682821	05/03/2019	CITY OF LINCOLN/NON UTILITY	01-5800		279.00
85682822	05/03/2019	COAST TO COAST COMPUTER PRODUCTS	01-4300		276.67
85682823	05/03/2019	CORWIN PRESS	01-4300		67.41
85682824	05/03/2019	DANG ELECTRIC	01-5600		18,800.00
85682825	05/03/2019	DANIEL JORDAN SEDERQUIST	01-5800		500.00
85682826	05/03/2019	DIRECT PRESS 2	01-4300		146.24
85682827	05/03/2019	E-CONOLIGHT LLC	01-4300		448.98
85682828	05/03/2019	EBSCO INDUSTRIES INC.	01-4300		627.90
85682829	05/03/2019	EXCEL PHOTOGRAPHERS	01-4300		9,176.56
85682830	05/03/2019	FLORA FRESH, INC.	01-4300		273.49
85682831	05/03/2019	FOLLETT LIBRARY RESOURCES	01-4200		1,372.97
85682832	05/03/2019	FOLLETT SCHOOL SOLUTIONS, INC.	01-4300		744.50
85682833	05/03/2019	FORSTER HEATING	01-5600		7,200.00
85682834	05/03/2019	INSECT LORE	01-4300		58.60
85682835	05/03/2019	LAKESHORE LEARNING MATERIALS	01-4300		486.16
85682836	05/03/2019	LOVE AND LOGIC INSTITUTE, INC	01-5200		109.00
85682837	05/03/2019	MILK MAN TONER COMPANY INC	01-4300		322.59
85682838	05/03/2019	MJB WELDING SUPPLY, INC.	01-4300		230.88
85682839	05/03/2019	NORTHERN SPEECH SERVICES, INC.	01-4300	161.16	
			Unpaid Tax	9.86-	151.30
85682840	05/03/2019	OFFICE DEPOT	01-4300		1,460.64
85682841	05/03/2019	PIZZA GUYS	01-4300		58.17
85682842	05/03/2019	PRECISION WEST TECHNOLOGIES	01-5800		261.30
85682843	05/03/2019	PURCHASE POWER	01-4300		961.91
85682844	05/03/2019	REALLY GOOD STUFF	01-4300	1,042.30	
			Unpaid Tax	45.46-	996.84
85682845	05/03/2019	RECREATE	01-5800		735.00
85682846	05/03/2019	REI RECREATIONAL EQUIPMENT INC	01-4300		247.59
85682847	05/03/2019	RISO PRODUCTS OF SAC INC	01-4300		1,454.00
85682848	05/03/2019	ROCKLER WOODWORKING & HARDWARE	01-4300		85.76
85682849	05/03/2019	ROLLER KING SKATING & BLADING	01-5800		1,428.00
85682850	05/03/2019	SAFEWAY INC	01-4300		98.54
85682851	05/03/2019	SCHOOL MATE	01-4300	639.37	
			Unpaid Tax	36.17-	603.20

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 05/03/2019

Check Number	Check Date	Pay to the Order of	FD-OBJT	Expensed Amount	Check Amount
85682852	05/03/2019	SCHOOL SPECIALTY INC	01-4300		829.00
85682853	05/03/2019	SEABIRD LODGE	01-5800		687.04
85682854	05/03/2019	SIERRA SAFETY COMPANY INC	01-4300		55.02
85682855	05/03/2019	SOUND PRODUCTIONS LLC	01-4300	246.58	
			Unpaid Tax	15.45-	231.13
85682856	05/03/2019	SPEECH CORNER	01-4300	70.20	
			Unpaid Tax	4.28-	65.92
85682857	05/03/2019	SPENCER FARMAN	01-5600		227.91
85682858	05/03/2019	SUSAN M. RILEY	01-5800		104.00
85682859	05/03/2019	TEACHERS PAY TEACHERS DEPT. 6759	01-4300		50.40
85682860	05/03/2019	VIKING SHRED LLC	01-5600		47.99
85682861	05/03/2019	WAVE Cable TV	01-5800		20.82
85682862	05/03/2019	WORLD CLASS MEDALS	01-4300	108.38	
			Unpaid Tax	6.43-	101.95
85682863	05/03/2019	Dori Akin	01-5800		255.00
85682864	05/03/2019	Emily Motter	01-5800		255.00
85682865	05/03/2019	Michael & Elizabeth Girard	01-5800		255.00
		Total Number of Checks	**125**		**217,311.97**

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	112	169,602.18
11	Adult Education Fund	1	69.42
13	Cafeteria Fund	9	13,408.62
21	Building Fund #1	4	29,483.89
25	Capital Facilities Fund	1	4,875.00
	Total Number of Checks	125	217,439.11
	Less Unpaid Tax Liability		127.14-
	Net (Check Amount)		**217,311.97**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:

Ratification of Contract with Linmoore Fencing and Western Placer Unified School District – Lincoln High School

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

Student Body Athletics

MEETING DATE:

June 4, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached agreement is for services with Linmoore Fencing and Lincoln High School. The agreement includes installation of a chain link gate at the Lincoln High School stadium. The services will be paid with the Student Body Athletics fund and will cost $2,700.00.

RECOMMENDATION:

Administration recommends that the Board ratify the contract agreement between Linmoore Fencing and Western Placer Unified School District.

LINMOORE FENCING and Iron Works Inc. **Lic. #711703**
7512 Watson Way
Citrus Heights, Ca 95610
(916)725-4321 Phone / (916)728-4321 Fax
linmoorefencing@comcast.net
www.linmoorefencing.com

Date: 05/16/2019
Contract: Western Placer Unified School District - Stan Brandl
Phone: Office 916-434-5000 / Stan 916-206-4492
Address: Lincoln High School - 790 J St. Lincoln, Ca. 95648

Description of the Project and Significant Materials: CONSTRUCTION CONTRACT

Install approximately 10' wide x 6' tall chain link gate
1 7/8" structural frame
2 3/8" structural posts

Project bid at prevailing wage

Contractor will furnish all labor, materials, equipment, supervision and contract administration complete in accordance with above specifications.

Contract Price: General Contractor shall pay Linmoore Fencing & Iron Works, Inc. the fixed sum of
$ Two Thousand Seven Hundred Dollars 00/100' $ 2,700.00
For the work performed under this contract, subject to additions and deductions pursuant to change orders agreed upon by both parties. Payment Terms: PAID IN FULL UPON COMPLETION

Start and completion date of project are subject to size and scope of work to be performed and may vary.

Acceptance of Proposal- The above prices, specifications and conditions are satisfactory and hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

I AGREE TO ALL TERMS ON THIS PAGE AS WELL AS THE SECOND AND THIRD PAGE OF THE CONTRACT ATTACHED

_____ **Date**_____ _____ **Date** 5/21/19
Jay Linstroth, Linmoore Fencing & Iron Works, Inc. **Home Owner / General Contractor / Authorized Representative**

LINMOORE FENCING and Iron Works Inc. **Lic. #711703**
7512 Watson Way
Citrus Heights, Ca 95610
(916)725-4321 Phone / (916)728-4321 Fax
linmoorefencing@comcast.net
www.linmoorefencing.com

You are entitled to a completely filled in copy of this contract, signed by both you and Linmoore Fencing & Iron Works, Inc., before any work may be started.

Extra work and change orders become part of the contract once the order is prepared in writing and signed by the parties prior to the commencement of any work covered by the new change order. The order must describe the scope of the extra work or change, the cost to be added or subtracted from the contract, and the effect the order will have on the schedule of progress payments. The extra work or change order is not enforceable against you unless the change order identifies the scope of work encompassed by the order, the amount to be added or subtracted and the effect the order will make in the progress payments or completion date. Linmoore Fencing & Iron Works, Inc.'s failure to comply with the requirements of this paragraph does not preclude the recovery of compensation for work performed based upon legal or equitable remedies designed to prevent unjust enrichment. **Linmoore Fencing & Iron Works, Inc. is not required to perform additional work of changes without written approval in a change order before any of the new work is started.**

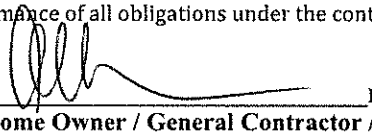
Linmoore Fencing & Iron Works, Inc. carries commercial general liability insurance written by Foothill Valley Insurance. You may call Foothill Valley Insurance at (916) 773-4560 to check coverage. Linmoore Fencing & Iron Works, Inc. carries workers' compensation insurance for all employees.

Anyone who helps improve your property, but who is not paid, may record a mechanics' lien on your property. A mechanics' lien is a claim, like a mortgage or home equity loan, made against your property and recorded with the county recorder. For information about preventing liens, visit CSLB's website at www.cslb.ca.gov or call CSLB at 1-800-321-2752.

CLSB is the state consumer protection agency that licenses and regulates construction contractors. Contact CSLB for information about the licensed contractor you are considering, including information about disclosable complaints, disciplinary actions and civil judgments that are reported to CSLB. **Use only licensed contractors.** If you file a complaint against a licensed contractor within the legal deadline (usually four years), CSLB has authority to investigate the complaint. If you use an unlicensed contractor, CSLB may not be able to help you resolve your complaint. Your only remedy may be in civil court, and you may be liable for damages arising out of any injuries to the unlicensed contractor or the unlicensed contractor's employees. For more information please visit www.cslb.ca.gov, call 1-800-321-2752 or write to P.O. Box 26000, Sacramento, CA 95826.

Notice of Three Day Right to Cancel: The law requires that Linmoore Fencing & Iron Works, Inc. provides a notice explaining your right to cancel. You have the right to cancel this contract within three business days of signing. You may cancel by e-mailing, mailing, faxing, or delivering a written notice. Linmoore Fencing & Iron Works, Inc. must receive all notices by midnight of the third business day. Please include your name, your address, and the contract cancellation date. **Upon cancellation, a 10% balance of the previously contracted amount will remain due for administrative fees and material restocking fees.** Linmoore Fencing & Iron Works, Inc. must return any payments exceeding the 10% fee within 10 business days of receiving the cancellation notice. As property owner or general contractor, you must make any materials or products provided available to Linmoore Fencing & Iron Works, Inc. Any goods delivered to you under this contract must be at the contracted residence, in equally good condition as you received it. Alternatively, if you wish to comply with Linmoore Fencing & Iron Works, Inc.'s instructions on how to return the goods, you may do so at your own expense and risk. If you make the goods available to Linmoore Fencing & Iron Works, Inc. and we do not pick them up within 20 days of the date of your notice, you may keep them without any further obligation. If you fail to make the goods available, or if you agree to return the goods and fail to do so, then you remain liable for performance of all obligations under the contract.

_____ Date_____
Jay Linstroth, Linmoore Fencing & Iron Works, Inc.


Date 5/21/19
Home Owner / General Contractor / Authorized Representative

☒ **I have received and understand the Notice of the Three-Day Right to Cancel.**

LINMOORE FENCING and Iron Works Inc. **Lic. #711703**
7512 Watson Way
Citrus Heights, Ca 95610
(916)725-4321 Phone / (916)728-4321 Fax
linmoorefencing@comcast.net
www.linmoorefencing.com

All property lines must be properly marked by owner. Linmoore Fencing and Iron Works, Inc. is not responsible for property lines. An additional fee will result as "loss of labor wage" if delay of work is caused by unclear/unmarked property lines, incomplete grading/trenching, and any other unforeseen delays. Total footage measurements include gate openings (jobs are measured through gates). Exact fence/gate placement to be determined by homeowner or general contractor on first day of installation with installer. Linmoore Fencing and Iron Works, Inc. is not responsible for incorrect fence placement or code violations due to property lines, landscaping, pool placement, etc. Ground must be graded properly and prepared for work to include, but not limited to, level ground, open trenches, knowledge and marking of: location of sprinklers, pool piping, underground electrical, gas and phone lines. It is the owner's responsibility to locate and mark such items to avoid damage during planned work. Linmoore Fencing and Iron Works, Inc. is not responsible for underground utilities. All underground utilities can be marked by USA, please call 1-800-227-2600 to request marking as needed. **If underground sprinkler piping is damaged due to post setting or fencing work, sprinklers can be repaired for a material charge and labor fee of $105 an hour as applicable. Any schedule delays must be presented to Linmoore Fencing & Iron Works, Inc. at least 24 hours in advance.** A no show, or cancellation fee of $150.00 may be applied if 24 hour notice is not given.

Jack hammering, core drilling, or asphalt/concrete cutting may be an additional cost unforeseen in original scope of work. If jack hammering, core drilling or cutting of asphalt/concrete is required to set posts, an hourly fee of $105 per hour will apply. Typical post setting spacing is approximately every 8 to 10 ft, if additional posts are required to tie in to existing fencing or due to excessive starts and stops for obstructions in fence line, an additional fee will be applicable. Trees and shrubs should be trimmed/ removed from work areas; if fencing lines cannot be accessed due to excess foliage owner may be billed at $105 per hour for trimming/ removal.

Concrete and/ or custom concrete applications such as coloring and/ or stamping should be cured for at least 24 hours prior to fencing/ railing installations in these areas. Custom decking sealants should be disclosed to Linmoore Fencing and Iron Works, Inc. for proper installation and integrity of fencing/ railing installation.

Linmoore Fencing and Iron Works, Inc. is not responsible for running electrical to gate operators. Linmoore Fencing and Iron Works, Inc. can run low voltage wiring from electrical source to operator within 100'.

Linmoore Fencing and Iron Works, Inc. is not responsible/ liable for improper backing and/ or no backing behind walls, columns, etc. If improper backing or no backing exists an additional fee may be applied for custom fabrication of plates, etc. to ensure stable installation. In the instance of improper/ no backing one year warranty does not apply. Uneven surfaces for connection of fencing/railing such as stucco, stone, etc. may cause an additional fee for custom fabrication to ensure proper installation and building code requirements to satisfy proper picket spacing, etc.

Rust may occur on powder coated metal work, and /or weld joints. Any onsite welds will be touched up with touch up paint. Every effort will be made to match powder coating to touch up paint as best possible. In certain cases, an exact match is not guaranteed. Touch up paint may fade near weld joints. Touch up maintenance may be necessary and is the responsibility of the homeowner after the installation has been completed. **Linmoore Fencing and Iron Works, Inc. is not responsible for touch up maintenance after 1 year warranty period**. Feel free to ask any of our representatives for maintenance tips. Some custom powder coat colors may require a faux finish touch up, which is the responsibility of the homeowner. Linmoore Fencing and Iron Works, Inc. can refer clients to a licensed faux finish artist but is not responsible for any fees associated with said artist.

Linmoore Fencing and Iron Works, Inc. is not responsible for pulling permits pertaining to the owner's property. Linmoore Fencing and Iron Works, Inc. will perform work as laid out by property owner. **Permits and disclosure of all rules by Homeowner's Association, Private RCC, residential and commercial building codes etc. pertaining to this proposal is the owner's responsibility**; said rules (if any) must be submitted to Linmoore Fencing and Iron Works, Inc. Submittal of plan specifications to fire marshal, if necessary, is the sole responsibility of the Owner. Owner is responsible for any and all costs that may result because these said rules are not submitted to Linmoore Fencing and Iron Works, Inc.

Negotiations with Installers are unacceptable. Only give payment to Installation staff for completed work if instructed to do so by one the Office staff. Generally, an invoice will be generated and mailing of payment is preferred. Linmoore Fencing and Iron Works, Inc. accepts cash, check, or money order for payment methods. **Credit card processing is not available at this time.**

Conflicts with scheduling may arise due to circumstances beyond our control, Linmoore Fencing and Iron Works, Inc. will do everything possible to accommodate for any situation to insure timely installation. Linmoore Fencing and Iron Works, Inc. recommends that inspections, if necessary, are not scheduled until all work is completed.

Pets must be in an enclosed area and are to remain away from jobsite and installers during work. Linmoore Fencing and Iron Works, Inc. is not responsible for owner's pets.

_____ Date_____
Jay Linstroth, Linmoore Fencing & Iron Works, Inc.

_____ Date 5/21/19
Home Owner / General Contractor / Authorized Representative

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:

Approve Update of
Application and Agreement
for Use of Facilities for the 2019-20 Year

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business & Operations

ENCLOSURES:

Attached

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

None

MEETING DATE:

June 4, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

The Application and Agreement for Use of Facilities has been updated for the 2019-20 year to reflect the greater of the last two years' actual and the current year projected actual expenditures. We have included the Application and Agreement for Use of Facilities form that will be effective July 1, 2019.

RECOMMENDATION:

Administration recommends the Board of Trustees approve the Application and Agreement for Use of Facilities for the 2019-20 year.

Western Placer Unified School District

APPLICATION AND AGREEMENT FOR USE OF FACILITIES

NOTE: Applicant must read the rules and regulations, and conditions for use of district facilities prior to completing this form.
TO BE COMPLETED BY APPLICANT: (Application must be submitted ten (10) working days prior to first event.)

Organization: _____ Date: _____
Represented by (Name and Title): _____ Tax ID#: _____
School Employee Sponsor: _____ Non-Profit#: _____
Billing Address: _____
Email Address: _____ Phone: _____ Cell Phone: _____
School Site(s) Requested: _____ Will be used: One Time
Purpose or Type of Use: _____ Monthly
Date(s) Requested: _____ Other _____
Date(s) Excluded: _____ Hours to be used: _____ to _____
Day(s) of the week: M TU W TH F SA SU Donations Solicited: YES NO
Admission/Registration Fee Charged: YES NO Estimated Attendance: _____

AFFIDAVIT IN ACCORDANCE WITH EDUCATION CODE SECTION 38136: The undersigned states that, to the best of his/her knowledge, the school property for use of which application is hereby made, will not be used for the commission of any act intended to further any program or movement the purpose of which is to accomplish the overthrow of the Government of the United States by force, violence or other unlawful means. That _____, the organization on whose behalf he/she is making application for use of school property, does not, to the best of his/her knowledge, advocate the overthrow of the Government of the United States or of the State of California by force, violence, or other unlawful means, and that, to the best of his/her knowledge it is not a communist-action organization or community-front organization required by law to be registered with the Attorney General of the United States. This statement is made under the penalties of perjury.

INSURANCE REQUIREMENTS: Western Placer Unified School District requires a Certificate of Insurance and an endorsement (form CG2026) to your insurance policy before your application can be approved. Insurance must be for Commercial General Liability, with limits not less than $1 million per occurrence. Western Placer Unified School District must be listed as additional insured. Your insurance agent can provide the required certificate and endorsement.

HOLD HARMLESS AGREEMENT: Applicants hereby agree to hold Western Placer Unified School District, its Governing Board, the individual members thereof, and all district officers, agents and employees free and harmless from any loss, damage, liability, cost or expense that may arise during or be caused in any way by such occupancy of school property. The applicant agrees to reimburse the school district for any damage to school property occasioned by or growing out of use herein requested.

I HAVE READ THE RULES AND REGULATIONS, CONDITIONS FOR USE OF FACILTIES AND FEE SCHEDULE RELATING TO THE USE OF SCHOOL FACILITIES INCLUDING BOARD POLICY 1330 AND ADMINISTRATIVE REGULATION 1330 AND ACCEPT RESPONSIBILITY FOR MEETING THE REQUIREMENTS STATED THEREIN AND FOR PAYING THE BALANCE OF THE ACTUAL FEE UPON RECEIPT OF INVOICE.
AUTHORIZED SIGNATURE OF APPLICANT: _____ **DATE:** _____

CLASS DESIGNATION -see page 2 (Circle One): I II III (___confirmed by Bus. Office)

Indicate number requested:

_____	Multi-Purpose Room	# of hours _____
_____	Gymnasium	# of hours _____
_____	Classroom(s)	# of hours _____
_____	Football Stadium __ **w/ lights__ w/o lights**	# of hours _____
_____	Track Field	# of hours _____
_____	Fields/Parking Lot	# of hours _____
_____	Theatre	# of hours _____
_____	Cafeteria **(requires Food Service Approval)**	# of hours _____
_____	Lockers	# of hours _____
_____	_____	# of hours _____
_____	Staff OT (Custodial @ $36/hr)	# of hours _____
_____	Tables (5 @ $15.00 per day)	# of days _____
_____	Chairs (100 @ $25.00 per day)	# of days _____

CALCULATION OF FEES - To be completed by applicant
(_____Verified by Bus. Office)
ESTIMATED FEES PER EVENT (per Schedule of Facility Use Fees)

@ $ _____ = $ _____ (repeated 14 times)
Total Fees $ _____

← Administrator name supervising event if not held during regular school hours

SITE APPROVAL:
Approved by: _____ Date: _____
Signature
_____
Print Name
Insurance Certificate received: YES NO N/A Expires on: _____
Approved by: _____ Date: _____

BUSINESS SERVICES:
Approved by Director of Business Services or Designee: _____ Date: _____

WESTERN PLACER UNIFIED SCHOOL DISTRICT

RULES AND REGULATIONS & CONDITIONS FOR USE OF FACILITIES

1. Accounting personnel will calculate *estimated* fees in accordance with the current fee schedule. Amounts not paid to the Western Placer Unified School District within 90 days will be sent to a collection agency. Bills not paid on time shall cause a user to be denied continued use of the facilities until delinquent payments are paid.
2. Verify insurance documentation is appropriate.
3. Registration and supervision of the facilities must be by a responsible adult (21 years of age or older).
4. Tobacco products, alcohol and any controlled substances are not allowed on any District property.
5. Use is confined to the area(s) named in the approved application, with appropriate corridor and lavatory facilities. Approval of the application does not guarantee exclusive access to the facilities.
6. No materials are to be taped, tacked, stapled, glued or pinned to any surface unless designated for such purpose.
7. All users must provide their own supplies (i.e., easel, easel pad, marking pens, pencils, notepaper, etc.).
8. Secretarial and telephone services are not provided.
9. It shall be the responsibility of the group using the building to supervise all participants.
10. Applicant must return the facility to its original arrangement and condition (facility, chairs, tables and white boards). Any damage caused by user will be billed to user.
11. Custodial staff will make periodic inspections of the facility and will interrupt to clean spillage of food and beverage as necessary. User will be charged for all custodial costs incurred.
12. Reservation is tentative until Application and Agreement for Use of Facilities form is properly completed and approved. This cannot occur until an insurance certificate is provided, security deposit paid, and application form is approved by an authorized District-level official.
13. Facility user (Lessee) is required to comply with the lawful requirements of the District, the State of California, and all applicable requirements of the City of Lincoln and Placer County regarding discharges to the storm drain system and watercourses, including applicable requirements specified in local municipal storm water management programs or plans.
14. Cafeteria Kitchen use requires Food Service Approval and must be submitted with application. Kitchen cannot be used unless approved by the Director of Food Services. See **Kitchen Usage Request Form.** CLICK HERE

WPUSD Staff:_____

Time in: _____ Time out:_____

Damage or comments: _____

(Forward to Business Office at the end of the event)

SCHEDULE OF FACILITY USE FEES

Indoor Facilities	Class II Direct Cost Per Hour	Direct Cost Weekly Rate	Class III Fair Rental Per Hour
Regular Classroom	$9.00	$90.00	$20.00
Library	18.00	180.00	41.00
Elem School Multi-Use	44.00	440.00	103.00
Elem School Kitchens*	9.00	90.00	20.00
Middle School Multi-use: TBMS	82.00	820.00	190.00
Middle School Gym: TBMS	108.00	1,080.00	251.00
Middle School Kitchens: TBMS	18.00	180.00	41.00
Middle School Lockers: TBMS	34.00	340.00	80.00
Middle School Multi-use: GEMS	52.00	520.00	120.00
Middle School Kitchens: GEMS	10.00	100.00	23.00
Middle School Lockers: GEMS	34.00	340.00	79.00
High School Locker Rooms	31.00	310.00	71.00
High School Cafeteria	35.00	350.00	81.00
High School Kitchen*	14.00	140.00	31.00
High School Theater	101.00	1,010.00	234.00
High School Gym	106.00	1,060.00	246.00
High School Multi (Old Gym)	67.00	670.00	155.00
Outdoor Facilities			
Ball Field/Soccer/Softball	22.00	220.00	33.00
Football Stadium	159.00	1,590.00	239.00
Football Stadium w/Lights	204.00	2,040.00	306.00
Track Field	204.00	2,040.00	306.00
Elem Playfields & Hard-court areas	9.00	90.00	14.00
Parking Lots	14.00	140.00	21.00

*Kitchen use requires Food Service Approval. Attach **Kitchen Usage Request Form.** CLICK HERE

CLASSIFICATION

Classification I

The Board authorizes free, non-daily, short-term facility use for activities of nonprofit organizations and clubs or associations, which promote youth, and school activities. All non-profit groups must provide a copy of IRS Form 501c (Certificate of Exempt Status). These groups include: Community advisory councils and community groups; Youth sports groups; Camp Fire, Boy/Girl Scouts, and affiliated organizations; senior citizen organizations and affiliations; school initiated & sponsored activities with Booster clubs and Parent/Teacher clubs; other similar groups at the discretion of district administration. ***** Additional fees will be charged for opening and closing the facilities, monitoring the event or performing extra services, if no school employee would otherwise be available to perform that function as part of his/her normal duties. If event is supervised by an administrator, name of administrator must be noted on page 1 of application.***

Classification II

Groups using facilities for non-school initiated activities during the non-school operating hours will be defined as a Class II. Activities other than those specified under Classification I or Classification III, and daily use by Classification I groups shall be charged a fee at least equal to direct costs to the district. The following are examples: use by any group where admission is charged or contributions solicited and net receipts are expended for youth-related or charitable purposes; charitable fund-raising activities which are beneficial to youth or public school activities of the district, as determined by the superintendent; activities not previously identified which do not fall within the free use or fair rental value classifications and which are included herein through subsequent Board action; churches and religious organizations unless the activity is a Class III activity, in which case Class III charges shall be imposed. Fees are to offset costs for supplies, utilities, custodial services, services of any other district employees and salaries paid to school district employees necessitated by the organization's use of the school facilities and grounds of the district. *****Additional fees will be charged for opening and closing the facilities, monitoring the event or performing extra services, if no school employee would otherwise be available to perform that function as part of his/her normal duties. If event is supervised by an administrator, name of administrator must be noted on page 1 of application.***

Classification III

Commercial and for-profit activities shall be charged fair rental value. The following are examples: organizations/groups where admission fees are charged or contributions are solicited and the net receipts are not expended for the welfare of the pupils of the district or charitable purposes; commercial use shall apply to those organizations or individuals requesting to use school facilities for advertising, selling any product of service, or conducting any other type of commercial business or function. It shall be considered commercial if the publicity and/or advertising would benefit a particular person or concern in commercial way. A charge shall be made for the use of the school facilities or grounds, plus the cost of opening and closing the facilities, if no school employee would otherwise be available to perform that function as a part of his/her normal duties; the cost of a school employee's presence during the organization's use of the facility if that employee would not otherwise be present as a part of his/her normal duties; and the cost of services, if the services are necessary and would have otherwise been performed as a part of the custodian's normal duties.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:

Ratification of Contract with
Obediah Thomas and
Foskett Ranch Elementary School

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of
Business and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

PTC / Site Funds

MEETING DATE:

June 4, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract is for services with Obediah Thomas and Foskett Ranch Elementary School for the 2019-20 school year. The services include an assembly performance called "Bye Bye Bully" on Wednesday, August 28, 2019. The cost of these services is $895.00 and will be paid with PTC and Site Funds.

RECOMMENDATION:

Administration recommends that the Board ratify the contract agreement between Obediah Thomas and Foskett Ranch Elementary School.

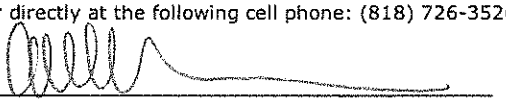
CONTRACT FOR SCHOOL ASSEMBLY PERFORMANCE

Please e-sign this contract,
or download it, sign it, and fax it to (818) 979-7198 (no cover sheet is required),
or email signed contract to scheduleassemblies@gmail.com.

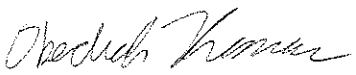
Solo performer Obediah Thomas will perform the program entitled: "Bye Bye Bully"
Name of school where performance is held: Foskett Ranch Elementary
The performance(s) shall begin at: 9:00am & 10:00am (program length: approx. 45 min.)
The assembly shall be performed on the following date: Wednesday August 28, 2019
School address: 1561 Joiner Pkwy Lincoln, CA 95648
School contact person: Kelly Castillo
The total fee for this engagement: $895.00
Please make check payable to Building Block Entertainment Inc. EIN 27-1719204
Deposit due: $0.00

Technical requirements:

1. **An additional $100 will be added to the above fee for outdoor performances.** (Due to technical reasons, the program "Bye Bye Bully" cannot be performed outdoors.)
2. **Before signing this contract, please verify that this date is recorded on your school calendar.**
3. Please clear and sweep the performance area.
4. Performer will require the use of a table.
5. Performer requires access to the performing area at least 60-minutes before the performance time is required. Performer requires 55-minutes to load in and set up.
6. A performing space or stage of at least 15' wide x 15' deep is required.
7. The performers will furnish their own microphones and sound system unless they use an airline to fly to your school destination.
8. Once the show has ended, the performer will need an additional 30-minutes to remove props and sound equipment from the stage.
9. Please arrange for a school representative such as a custodian to be present at setup time (60 min. before the first performance) to direct performer to the stage lighting controls, table, electrical outlets, and restrooms.
10. Performer requires at least 10-minutes to reset the stage between multiple performances.
11. This contract is subject to cancellation by Shows That Teach (Building Block Entertainment Inc.) due to legitimate illness, accidents, acts of God or other conditions beyond the control of the performer, but will be rescheduled on a mutually agreeable date.
12. The total fee is due with a cancellation made by the school the same day as the scheduled performance (for any reason).
13. You may reach the performer directly at the following cell phone: (818) 726-3526.

Signature for agreement: 

Click Here to Sign

Signature for Building Block Entertainment Inc.: 

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
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5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Ratification of Agreement for Special Inspection and Construction Materials Testing Services with Wallace Kuhl & Associates for the Glen Edwards Middle School Additions and Modernization Project Phase II

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Michael Adell
Director of Facilities

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Measure N Bond Funds

MEETING DATE:
June 4, 2019

ROLL CALL REQUIRED:
Yes

BACKGROUND:

The Glen Edwards Middle School Additions and Modernization Project Phase II will begin construction in Spring 2019 and will be completed by Fall 2020. The project will require materials testing and special inspection services from a Division of the State Architect (DSA) approved testing laboratory to include, but not limited to, grading observation, concrete sampling and testing, soil compaction testing, structural steel strength testing and inspection, and welding inspections in compliance of approved plans and specifications and final certification of project with DSA.

Wallace Kuhl & Associates will be providing the materials testing and special inspections for the Glen Edwards Middle School Additions and Modernization Project Phase II.

RECOMMENDATION:

Staff recommends the Board of Trustees Ratify the Agreement for Special Inspection and Construction Materials Testing Services with Wallace Kuhl & Associates for the Glen Edwards Middle School Additions and Modernization Project Phase II.

Wallace Kuhl
& ASSOCIATES

CORPORATE OFFICE
3050 Industrial Boulevard
West Sacramento, CA 95691
916.372.1434 phone
916.372.2565 fax

STOCKTON OFFICE
3422 West Hammer Lane, Suite D
Stockton, CA 95219
209.234.7722 phone
209.234.7727 fax

May 20, 2019

DSA File No. 31-42
DSA App. No. 02-117099
LEA No. 116

Mr. Tom Butcher
Western Placer Unified School District
Via email to: tbutcher@wpusd.k12.ca.us

Special Inspection and Construction Materials Testing Services Proposal
GLEN EDWARDS MS ADDITIONS AND MODERNIZATION – PHASE 2
204 L Street
Lincoln, California
WKA No. 11544.05P & .06P

Wallace-Kuhl and Associates is pleased to submit this proposal to provide testing and inspection services during construction of Phase 2 improvements at Glen Edwards Middle School. We understand the project consists of construction of a new masonry and steel framed gymnasium building on the existing campus, as well as modernization construction for several buildings, and site improvements including new shade structures, underground utilities and pavements.

Our budget estimate is based on review of the project documents and discussions with project personnel. We understand our scope of work would include special inspection and testing of earthwork, reinforced concrete, masonry, structural steel welding and bolting, fireproofing, glulam timber products, post-installed concrete anchors as required by the project documents, as well as preparation of written reports with our observations and test results.

We estimate that our fee for the special inspection and testing services required for this project would be approximately **$193,000**. However, billing would be only for work performed and determined based on the attached 2019P Schedules of Fees. Please be aware that we bill for our hourly services on a portal-to-portal basis from our West Sacramento office.

A final construction schedule was not available for review at the time this proposal was prepared. Therefore, the time required to perform our services was estimated based the available information and on our experience with similar projects. The construction schedule and the contractor's efficiency directly affect the number of site visits - and the cost - required for our services. Our representatives would work with the Project Inspector to perform our work in a timely and efficient manner.

To assure that all parties fully understand the limitations of our role in your project, we emphasize that our representative will not act as supervisor of construction, nor will they direct construction operations.

The various sub-contractors should be informed that neither the presence of our representative nor the testing by our firm shall excuse them from defects discovered in their work. Job and site safety of the contractor's personnel will be the sole responsibility of the contractor.

Our standard agreement for this work is attached to this proposal. If this proposal is acceptable, please sign the agreement and return it to us as our written authorization to proceed. We will return a fully executed copy of the agreement to you for your files.

Thanks for the opportunity to submit this proposal and please contact me with any questions.

Wallace - Kuhl & Associates

David A. Redford, PE
Senior Engineer

Attachments: Budget Estimate
Construction Testing Agreement
Schedule of Fees 2019P

Budget Estimate

GLEN EDWARDS MIDDLE SCHOOL ADDITIONS AND MODERNIZATION PHASE 2

Lincoln California

	Unit	Cost ($) Per Unit	Estimated Days	Estimated Quantity	Total
SOILS TESTING AND INSPECTION					
Building Pad Inspection/Testing	hour	$ 110.00	5	8	$ 4,400.00
Pavement Subgrade Testing/Observation	hour	$ 110.00	5	5	$ 2,750.00
Foundation Inspection	hour	$ 110.00	8	3	$ 2,640.00
Utility Trench Backfill Testing	hour	$ 110.00	20	4	$ 8,800.00
Flatwork Subgrade Inspection/Testing	hour	$ 110.00	20	4	$ 8,800.00
Flatwork & Pavement AB Inspection/Testing	hour	$ 110.00	15	4	$ 6,600.00
Laboratory Testing					
ASTM D1557 Curve	each	$ 250.00	N/A	3	$ 750.00
PROJECT ADMINISTRATION, REVIEW & REPORTS					
Project Related Meetings	hour	$ 110.00	2	2	$ 440.00
Supervising Technician	hour	$ 110.00	2	2	$ 440.00
Senior Engineer	hour	$ 180.00	N/A	8	$ 1,440.00
Mileage	Mile	$ 0.75	70	60	$ 3,150.00
	SOILS TOTAL				**$ 40,210.00**
CONCRETE TESTING AND INSPECTION					
Concrete Mix Design Review by Senior Engineer	each	$ 180.00	3	2	$ 1,080.00
Reinforcing Steel Sampling and Tagging	hour	$ 100.00	8	3	$ 2,400.00
Batch Plant Inspection	hour	$ 100.00	30	1	$ 3,000.00
Concrete Placement T&I					
Foundations	hour	$ 100.00	20	6	$ 12,000.00
Slab-on-Grade	hour	$ 100.00	10	8	$ 8,000.00
Miscellaneous	hour	$ 100.00	4	4	$ 1,600.00
Retrieve Test Samples	hour	$ 100.00	30	2	$ 6,000.00
Laboratory Testing					
Concrete Test Cylinders - 60 sets of 4	each	$ 25.00	1	240	$ 6,000.00
Reinforcing Steel Tensile Testing	each	$ 70.00	1	20	$ 1,400.00
Reinforcing Steel Bend Testing	each	$ 35.00	1	20	$ 700.00
	CONCRETE TOTAL				**$ 42,180.00**
POST-INSTALLED CONCRETE ANCHORS TESTING AND INSPECTION					
Concrete Anchor Installation Inspection	hour	$ 100.00	8	4	$ 3,200.00
Concrete Anchor Proof Load Testing	hour	$ 130.00	8	4	$ 4,160.00
Concrete Anchor Torque Testing	hour	$ 105.00	6	2	$ 1,260.00
	ANCHOR TOTAL				**$ 8,620.00**
WOOD PRODUCTS TESTING AND INSPECTION					
Wood Products fabrication inspection					$ 6,000.00
	WOOD PRODUCTS TOTAL				**$ 6,000.00**

Budget Estimate

GLEN EDWARDS MIDDLE SCHOOL ADDITIONS AND MODERNIZATION PHASE 2

Lincoln California

Page 2

	Unit	Cost ($) Per Unit	Estimated Days	Estimated Quantity	Total
MASONRY TESTING AND INSPECTION					
Masonry Inspection - DSA Continuous	hour	$ 110.00	35	8	$ 30,800.00
Retrieve Test Samples	hour	$ 95.00	5	2	$ 950.00
Laboratory Testing					
Grout Test Cylinders - 15 sets of 4	each	$ 35.00		60	$ 2,100.00
Mortar Test Cylinders - 12 sets of 4	each	$ 30.00		48	$ 1,440.00
CMU Compression Testing - 4 sets of 3	each	$ 70.00		12	$ 840.00
CMU Moisture/Absorption - 4 sets of 3	each	$ 70.00		12	$ 840.00
	MASONRY TOTAL				**$ 36,970.00**
STRUCTURAL STEEL TESTING AND INSPECTION					
Shop Welding Inspection (Local Fabricator)	hour	$ 110.00	35	6	$ 23,100.00
Out-of-Area Shop Welding Inspection (Shade Structures)	hour	$ 110.00	4	8	$ 3,520.00
Field Welding Inspection	hour	$ 110.00	30	5	$ 16,500.00
High Strength Bolting T&I	hour	$ 110.00	2	4	$ 880.00
Non-Destructive Testing - UT/MT/PT	hour	$ 120.00	6	2	$ 1,440.00
Laboratory Testing					
High Strength Bolt Testing - 4 sets	set	$ 285.00	N/A	4	$ 1,140.00
	STRUCTURAL STEEL TOTAL				**$ 46,580.00**
PROJECT ADMINISTRATION, REVIEW & REPORTS					
Project Administration	hour	$ 110.00	15	1	$ 1,650.00
Senior Engineer - Report Review / DSA Documentation	hour	$ 180.00	2	5	$ 1,800.00
Mileage	Mile	$ 0.75	200	60	$ 9,000.00
	PROJECT ADMINISTRATION TOTAL				**$ 12,450.00**
PROJECT TOTAL					**$193,010.00**

Wallace Kuhl & Associates

CONSTRUCTION TESTING AGREEMENT

GLEN EDWARDS MIDDLE SCHOOL ADDITIONS AND MODERNIZATION PHASE 2
Lincoln, California

WESTERN PLACER UNIFIED SCHOOL DISTRICT ("CLIENT") and River City Geoprofessionals, Inc. dba WALLACE - KUHL & ASSOCIATES ("WKA") agree:

1. PROFESSIONAL SERVICES. WKA will perform professional services and will receive compensation pursuant to the terms and conditions of the attached proposal letter dated May 20, 2019, which is incorporated herein by reference. In performing professional services, WKA shall use that degree of care and skill ordinarily exercised, under similar circumstances, by reputable members of the engineering profession practicing under similar conditions at the same time and in the same or similar locality. CLIENT understands and acknowledges the inherent risks connected with construction and agrees that no warranty, either express or implied, is included in this Agreement or in any drawing, specification, report or opinion produced pursuant to this Agreement.

2. PAYMENT. WKA will submit invoices for services rendered on a periodic basis, provided, however, said invoices shall not be submitted more frequently than once every 30 days. Invoices shall be due upon receipt, but shall not be considered delinquent if paid on or before the expiration of 30 days from date of mailing. If payment is not so made, a late payment charge shall be due on the invoice amount at the rate of one and one-half percent (1½%) per month on the unpaid balance from the date of the invoice until paid. In the event of delinquency, CLIENT shall pay the actual cost of collection including, without limitation, reasonable attorneys' fees. If the CLIENT is an LLC or LLP, then the individual signing the contract on behalf of the CLIENT shall be personally responsible for payment of all invoices.

3. JOB SITE. WKA will not act as supervisor of construction operations, nor will WKA direct or exert any control over such operations. The construction contractor(s) shall be informed that neither the presence of WKA on the job site, nor the testing by WKA shall excuse the contractor(s) for defects in any contractor's work or any contractor's non-compliance with the project plans, specifications or applicable laws, ordinances, regulations or standards, whether such defect or non-compliance is discovered during or after construction. CLIENT agrees that the construction contractor(s) will be required by CLIENT to assume sole and complete responsibility for job conditions during construction, including safety of persons and property.

4. REPORTS. Reports, plans and other work prepared by WKA remain the property of WKA. CLIENT agrees that all reports and other work furnished to the CLIENT and his agents not paid for will be returned upon demand, and will not be used for licensing, permits, design and/or construction.

5. LIABILITY. CLIENT agrees to indemnify and hold WKA harmless from any and all liability in connection with the performance of work during construction of this project, except liability arising directly from the gross negligence or willful misconduct of WKA. WKA carries workers' compensation insurance and public liability insurance for bodily injury and property damage that may be suffered by third parties and members of the public who are not covered by the limitation of liability set forth below in Paragraph 6. Certificates of coverage will be furnished to CLIENT upon written request. WKA assumes the risk of damage caused by its personnel to its supplies and equipment. In the event CLIENT desires greater insurance coverage and directs WKA to take out additional insurance, WKA shall procure and maintain additional insurance, if procurable, at CLIENT's expense; provided, however, WKA shall not be responsible for property damage and bodily injury resulting from any cause, including fire and explosion, beyond the amount and coverage of WKA's insurance.

6. LIMITATION OF LIABILITY. WKA's liability for damages due to alleged negligent professional acts, errors and omissions will be limited to a sum not to exceed $50,000 or WKA's total fee, whichever is greater. Notwithstanding any other provision herein to the contrary, WKA shall not be responsible or held liable for any special, indirect or consequential damages resulting in any way from WKA's performance under this Agreement.

7. GOVERNING LAW; DISPUTES. This Agreement shall be governed by the laws of the State of California. Should either party hereto bring suit in court to enforce any term of this Agreement, it is agreed that each party shall pay their own legal costs, expenses and attorneys' fees.

WESTERN PLACER UNIFIED SCHOOL DISTRICT	WALLACE - KUHL & ASSOCIATES
MA.	
Signature	*Signature*
Audrey Kirkpatrick	
Name printed or typed	David A. Redford, Senior Engineer
Asst Supt of Business Svs and Operations *Title*	*Name/Title CA Registered CE No. 51122, expires 9/30/19*
5/20/19 *Date*	May 20, 2019 *Date*
Company Address	

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

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2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Ratification of Amendment No. 2 to Owner/Architect Agreement with HMC Architects for the Twelve Bridges High School Project

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Michael Adell
Director of Facilities

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Measure A

MEETING DATE:
June 4, 2019

ROLL CALL REQUIRED:
No

BACKGROUND:

On March 7, 2017, the Board approved the Master Architect Agreement and Amendment No. 1 with HMC Architects for the architectural/engineering services for District High School #2 (Twelve Bridges High School) in three increments. In an effort to maximize potential state and local funding, HMC will design Increment 4 of the project including the full build out of the athletic fields west of the stadium and future parking lots. In addition, the project will need a commissioning authority for the process of commissioning mechanical HVAC and electrical systems and controls.

HMC Architects has submitted a proposal for architectural/engineering services for Increment 4 and the commissioning services associated with the project in the form of Amendment No. 2 to the Owner/Architect Agreement for a fixed fee of $144,940.00.

RECOMMENDATION:

Staff recommends the Board of Trustees ratify Amendment No. 2 with HMC Architects for the architectural/engineering services for District High School #2 (Twelve Bridges High School).

HMC Architects

Amendment No. 2

Date: May 17, 2019

Project Name: Western Placer Unified School District
New High School #2
HMC #3548001-000

AMENDMENT NO. 2 TO OWNER/ARCHITECT AGREEMENT

That certain Owner/Architect Agreement (Agreement) dated December 2016, by and between WESTERN PLACER UNIFIED SCHOOL DISTRICT (Owner) and HMC GROUP (Architect), with respect to providing Architectural, Civil, Landscape Architecture and Electrical Engineering Services is hereby amended, modified, and revised as follows:

Scope of Work:

Design a new increment for Western Placer High School for the remainder of the site (full build out of fields West of the stadium) to align with our goal of maximizing the funding for the Project in the future. Services include the design of the athletic fields and future parking lots. Electrical engineer will act as the Commissioning Authority and will oversee and participate in the commissioning process to assist in ensuring that the building's mechanical HVAC and electrical lighting control systems are complete, fully functional and perform in accordance with the contract documents and design intent.

Exclusions:

- Specialty consultants not listed above.
- Special studies.
- Surveying of existing conditions.
- Topographical Surveys.
- Geotechnical investigations.
- Test and Inspections.
- Renderings.
- Permit/Agency Fees

Compensation:

HMC Group will provide the services outlined in the Scope of Work above for a fixed fee of **One Hundred Forty-Four Thousand Nine Hundred Forty Dollars ($144,940), as follows:**

Fee Summary	
Original Fee	$4,107,500
Amendment No. 1	$ 780,000
Amendment No. 2	**$ 144,940**
Total Revised Fee	**$5,032,440**

Reimbursable Expenses:

Reimbursable expenses are in addition to compensation for Basic and Owner approved Additional Services, including printing, plotting (including 3D plotting), delivery, electronic submittal and other expenses related to Agency review, Bidding, Construction or other Owner requested costs. Expense of transportation (including mileage) in connection with the Project; Expenses in connection with authorized out-of-town travel, including travel time; and fees paid for securing approval of authorities having jurisdiction over the Project. The Architect's compensation shall be computed based on 1.05 times the amounts invoiced to the Architect.

Western Placer Unified School District
New High School #2
May 17, 2019

Please review this Amendment and if it meets with your approval, please sign and return one (1) original to my attention.

HMC GROUP
3546 Concours Street
Ontario, CA 91764

By _____ 05/17/19
Arturo Levenfeld, AIA LEED AP BD+C (Date)
Managing Principal

WESTERN PLACER UNIFIED SD
600 Sixth Street
Lincoln, CA 95648

By _____ 5/17/19
Audrey Kilpatrick (Date)
Assistant Superintendent

cc: S.Jimenez, File-CN-AOA
Encls: Amend No. 2_WPUSD New HS No. 2_190517.doc-2

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Approve Resolution No. 18/19.33, Authorizing the Supply and Installation of Access Control System at Glen Edwards Middle School from Ojo Technology, Under a Piggyback Contract Pursuant to Public Contracts Code Section 20118

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Michael Adell
Director of Facilities

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Measure N

MEETING DATE:
June 4, 2019

ROLL CALL REQUIRED:
Yes

BACKGROUND:

The Glen Edwards Middle School Additions and Modernization Project Phases 1and 2 will include new and updated door hardware and access control system as part of the campus additions and modernization scope of work. The access control system will be the new standard specification for new construction and modernization projects throughout the District.

Because of an expeditious schedule for completion and economic means, it is in the District's best interest to purchase and install the access control system through a proposal procured by the California Multiple Award Schedule (CMAS) under a piggyback contract pursuant to Public Contracts Code Section 20118. The District has selected Ojo Technology through contracts (#3-18-84-0022T, #3-18-84-0022R, and #3-19-70-2890G) procured and authorized by the California Department of General Services effective December 4, 2017 through February 27, 2023. District staff has received an acceptable price proposal from Ojo Technology to supply and install a fully functional access control system at Glen Edwards Middle School including door hardware, software, and technical services for a total cost of $172,975.55.

RECOMMENDATION:

Staff recommends that the Board of Trustees approve Resolution 18/19.33, Authorizing the Supply and Installation of Access Control System from Ojo Technology, Under a Piggyback Contract Pursuant to Public Contracts Code Section 20118.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 18/19.33

Supply and Installation of Access Control System at Glen Edwards Middle School

WHEREAS, the Governing Board (the "Board") of the Western Placer Unified School District (the "District") has determined that a true and very real need exists for the supply and installation of a fully functional access control system (the "Property"); and

WHEREAS, the governing board of a school district may under Section 20118 of the California Public Contract Code, without advertising for bids, if the board has determined it to be in the best interest of the district, authorize by contract, lease, requisition or purchase order, any public corporation or agency to lease data-processing equipment, purchase materials, supplies, equipment, automotive vehicles, tractors, services and other personal property for the district in the manner in which the public corporation is authorized by law to lease or purchase; and

WHEREAS, the Board of the District has determined that it is in the best interest of the District to purchase the Property from Ojo Technology, through a contract procured by the California Multiple Schedule Award (CMAS) under the Contracts #3-18-84-0022T, #3-18-84-0022R, and #3-19-70-2890G (Information Technology Goods and Services), effective December 4, 2017 through February 27, 2023 ("Purchase Contract"); and

WHEREAS, the Board of the District has determined that this Purchase Contract is the most economical means for providing the Property to the District.

NOW, THEREFORE, the District Board hereby finds, determines, declares and resolves as follows:

Section 1. All of the recitals set forth above are true and correct and the Board so finds and determines.

Section 2. The Board hereby finds and determines the acquisition of the Property pursuant to Public Contracts Code section 20118 to be in the best interest of the District.

Section 3. The Board hereby finds and determines the Purchase Contract provides the most economical means for providing the Property to the District.

Section 4. The Superintendent or Superintendent's designee is hereby authorized and directed to do any and all things and to execute and deliver any and all documents which they may, in consultation with legal counsel, deem necessary or advisable in order to consummate this transaction and otherwise carry out, give effect to and comply with the terms and intent of this Resolution.

Section 5. This Resolution shall be effective as of the date of its adoption.

ADOPTED by the Governing Board of the Western Placer Unified School District on the 4th day of June, 2019 by the following vote:

AYES:

NOES:

ABSENT:

WESTERN PLACER UNIFIED SCHOOL DISTRICT

By: _____
President of the Board of Trustees

ATTEST:

_____
Secretary of the Board of Trustees,
Western Placer Unified School
District

2019

Western Placer Unified School District
Avigilon Access Control Project
GEMS Phases 1 & 2

5/20/2019

PREPARED FOR:

Western Placer Unified School District
600 6th St. Lincoln, CA 95648
P: 916.645.6350

Ojo Technology™
Leader in Video and Access Control Security

Ojo Technology Do not copy (physically, electronically or in any other media)
Without the express written permission of Ojo Technology.

Ojo Technology
103 Hammond Avenue
Fremont, CA 94539
(510) 780-7734

PROJECT SUMMARY: Western Placer Unified School District - GEMS

Access Control System:

Ojo Technology will provide, install and configure one hundred-eight (108) Avigilon (Allegion AD-400) wireless locks, twelve (12) PIMs and install and fully configure Avigilon ACM software for a fully functional access control system. Pricing is at or below competitively awarded contracts issued for use by the State of California. **California Multiple Award Schedules (CMAS).**

California Multiple Award Schedules (CMAS)

- Access Control System: 3-18-84-0022T Avigilon
- Access Control Systems 3-18-84-0022R Avigilon
- Professional Labor Services: 3-19-70-2890G Integration

SCOPE DETAIL:

- Ojo Technology, Inc., shall provide the following equipment, materials and labor for Western Placer Unified:
- Provide, configure and test (108) AD 400 Wireless Locks
- Provide, install, configure and test (12) wireless PIMs
- Provide, install, configure and test Avigilon ACM Software
- Create schedules for doors and access groups
- Create access groups
- Creating roles
- Holiday schedule
- Ensure integration with Active Directory
- Provide, install, and configure (1) Printer
- Customer will provide electrical connectivity.
- Ojo technology will provide (4) hours of training.
- Customer will provide servers
- This proposal does not include bonding.
- Customer has provided door locking hardware counts and worked with both Avigilon and Allegion in determining the BOM for this project. Ojo is offering: Product fulfillment, configuration, testing and integration for this project. No Ojo system design services have been utilized.

Ojo Technology Do not copy (physically, electronically or in any other media)
Without the express written permission of Ojo Technology.

Price Summary:

We are providing this proposal for this identified scope of work for the following price:

TOTALS:				
		Materials Subtotal:	$	131,423.93
		Labor Subtotal:	$	27,000.00
Tax Rate:	7.250%	Sales Tax:	$	9,528.23
		Software:	$	3,600.62
		Miscellaneous Non-Taxable:	$	1,422.77
Percentage:	0.00%	Maintenance:		$ -
		Subtotal:	$	172,975.55
		Grand Total:	$	172,975.55

This proposal covers only the direct costs described above. Should other conditions change to our base contract (e.g. time of completion, schedule, sequence of work, etc.) as a result of this revision, we reserve the right to re-quote this proposal when these additional costs can be determined.

Maintenance- Not Included

Exclusions & Clarifications:

1. Tax and shipping are included.
2. There are no provisions in the Scope of Work for the configuration / re-configuration of existing active component equipment including, but not limited to, switches, routers, servers, firewalls, etc.
3. All work performed Monday – Friday 08:00 A.M. to 5:00 P.M.
4. Access to all required space for installation and testing of systems must be provided.
5. Items or quantities not called out in the above scope of work are not included.
6. Electrical circuits, if required, shall be provided by customer.
7. Ojo Technology will use existing equipment rack / cabinets and will use the dedicated VLAN port assigned by customer. Ojo will not perform switch configuration (i.e., VLANs, etc.).
8. This quote contains confidential information and is only for the intended addressee(s).
9. This proposal is valid for thirty (30) calendar days from the date above.

PROJECT SUMMARY:

Ojo Technology Do not copy (physically, electronically or in any other media)
Without the express written permission of Ojo Technology.

December 4, 2017

Mr. Ken Castle
Ojo Technology, Inc.
103 Hammond Avenue
Fremont, CA 94539

Subject: OJO TECHNOLOGY, INC.'s California Multiple Award Schedule (CMAS)

CMAS Contract No.:	**3-17-84-0022R**
CMAS Contract Term:	**December 4, 2017 through August 31, 2021**
Base GSA Schedule No.:	**GS-07F-9671S**

The State of California is pleased to accept your firm's offer to establish a California Multiple Award Schedule (CMAS) contract, which we have assigned the CMAS contract number and term identified above. This contract number must be shown on each invoice rendered. Additionally, this letter shall not be construed as a commitment to purchase any or all of the State's requirements from your firm. Prior approval is required from the State for all news releases regarding this contract.

It is your firm's responsibility to furnish, upon request, a copy of this CMAS contract to State and local government agencies. A complete CMAS contract includes the following: **1)** this acceptance letter, **2)** CMAS cover pages (which includes the signature page, ordering instructions and special provisions, and any attachments or exhibits as prepared by the CMAS Unit), **3)** CMAS terms and conditions, **4)** Federal GSA (or Non-GSA) terms and conditions, and **5)** product/service listing and prices. The CMAS Unit strongly recommends that government agencies place orders with Contractors who provide ALL of the contract elements described above.

To manage this contract, Contractors are directed to the "CMAS Contract Management and Information Guide", which can be accessed at www.dgs.ca.gov/pd/programs/leveraged/cmas.aspx, then select the "For Suppliers/Contractors" link. This guide covers topics such as CMAS Quarterly Reports, amendments, extensions, renewals, Contractor's change of address or contact person, company name change requests, and marketing your CMAS contract.

It is the Contractor's responsibility to submit on a timely basis detailed CMAS Quarterly Reports (along with any applicable incentive fees).

THE NEXT QUARTERLY REPORT DUE FOR THIS CONTRACT IS Q4-2017 (OCT-DEC) DUE BY JAN 15, 2018.

The "Approved CMAS Contractor" logo is only available to CMAS contract holders for display at conferences or on other marketing material. A login and password is required to download the logo. Go to http://www.dgs.ca.gov/pd/Resources/FormsResourcesLibrary.aspx , then select "Reference Material"; click on "CMAS Logos" under the heading "Marketing Tools". At the prompt, enter the login: "cmassupplier" and the password: "cmas010194".

Should you have any questions regarding this contract, please contact me at 916/375-4554. Thank you for your continued cooperation and support of the CMAS Program.

JANNA WELK, Program Analyst
California Multiple Award Schedules Unit

DGS CALIFORNIA DEPARTMENT OF GENERAL SERVICES

Procurement Division
707 Third Street, 2nd Floor, MS #2-202
West Sacramento, CA 95605-2811

State of California

MULTIPLE AWARD SCHEDULE

Ojo Technology, Inc.

CONTRACT NUMBER:	**3-17-84-0022R**
SUPPLEMENT NO.:	N/A
CMAS CONTRACT TERM:	12/4/2017 through 8/31/2021
CONTRACT CATEGORY:	Information Technology Goods & Services
APPLICABLE TERMS & CONDITIONS:	September 8, 2014
MAXIMUM ORDER LIMIT:	$500,000
FOR USE BY:	State & Local Government Agencies
BASE GSA SCHEDULE NO.:	GS-07F-9671S
BASE SCHEDULE HOLDER:	Star Asset Security, Inc.

This contract provides for the purchase and warranty of hardware and software. (See page 2 for the specific brands and restrictions applicable to this contract.)

NOTICE: Products and/or services on this CMAS may be available on a Mandatory Statewide Contracts. If this is the case, the use of this CMAS is restricted unless the State agency has an approved exemption as explained in the Statewide Contract User Instructions. Information regarding Statewide Contracts can be obtained at the website: http://www.documents.dgs.ca.gov/pd/contracts/contractindexlisting.pdf. This requirement is not applicable to local government entities.

The most current Ordering Instructions and Special Provisions and CMAS Terms and Conditions, products and/or services and pricing are included herein. All purchase orders issued under this contract incorporate the following Ordering Instructions and Special Provisions and CMAS Terms and Conditions dated September 8, 2014.

Agency non-compliance with the requirements of this contract may result in the loss of delegated authority to use the CMAS program.

Contractor non-compliance with the requirements of this contract may result in contract termination.

Effective Date: **12/4/2017**

JANNA WELK, Program Analyst, California Multiple Award Schedules Unit

March 26, 2018

Mr. Ken Castle
Ojo Technology, Inc.
103 Hammond Avenue
Fremont, CA 94539

Subject: OJO TECHNOLOGY, INC.'s California Multiple Award Schedule (CMAS)

CMAS Number:	**3-18-84-0022T**
CMAS Term Dates:	**March 26, 2018 through February 27, 2023**
Base GSA Schedule No.:	**47QSWA18D0026**

The State of California is pleased to accept your firm's offer to establish a California Multiple Award Schedule (CMAS), which we have assigned the CMAS number and term dates identified above. This CMAS number must be shown on each invoice rendered. Additionally, this letter shall not be construed as a commitment to purchase any or all of the State's requirements from your firm. Prior approval is required from the State for all news releases regarding this CMAS.

It is your firm's responsibility to furnish, upon request, a copy of this CMAS to State and local government agencies. A copy of this CMAS can be obtained at caleprocure.ca.gov. A complete CMAS consists of the following: **1)** CMAS cover pages (which includes the signature page, ordering instructions and special provisions, and any attachments or exhibits as prepared by the CMAS Unit), **2)** CMAS terms and conditions, **3)** Federal GSA (or Non-GSA) terms and conditions, and **4)** product/service listing and prices. The CMAS Unit strongly recommends that government agencies place orders with CMAS contractors who provide ALL of the elements described above.

To manage this CMAS, contractors are directed to the "CMAS Management and Information Guide", which can be accessed at www.dgs.ca.gov/pd/programs/leveraged/cmas.aspx, then select "For Suppliers/Contractors." This guide covers topics such as CMAS Quarterly Reports, amendments, extensions, renewals, CMAS contractor's change in contact information, company name change requests, and marketing your CMAS.

It is the CMAS contractor's responsibility to submit on a timely basis detailed CMAS Quarterly Reports (along with any applicable incentive fees).

THE NEXT QUARTERLY REPORT DUE FOR THIS CMAS IS Q1-2018 (JAN-MAR) DUE BY APR 15, 2018.

The "Approved CMAS Contractor" logo is only available to CMAS holders for display at conferences or on other marketing material. A login and password is required to download the logo. Go to www.dgs.ca.gov/pd/Resources/FormsResourcesLibrary.aspx , then select "Reference Material"; click on "CMAS Logos" under the heading "Marketing Tools". At the prompt, enter the login: "cmassupplier" and the password: "cmas010194".

Should you have any questions regarding this CMAS, please contact me at 916/375-4554. Thank you for your continued cooperation and support of the CMAS Program.

JANNA WELK, Program Analyst
California Multiple Award Schedules Unit

DGS CALIFORNIA DEPARTMENT OF GENERAL SERVICES

Procurement Division
707 Third Street, 2nd Floor, MS #2-202
West Sacramento, CA 95605-2811

State of California

MULTIPLE AWARD SCHEDULE

Ojo Technology, Inc.

CMAS NUMBER:	**3-18-84-0022T**
SUPPLEMENT NO.:	N/A
CMAS TERM DATES:	3/26/2018 through 2/27/2023
CMAS CATEGORY:	Information Technology Goods & Services
APPLICABLE TERMS & CONDITIONS:	December 1, 2017
MAXIMUM ORDER LIMIT:	State Agencies: **See Purchasing Authority Dollar Threshold provision** Local Government Agencies: **Unlimited**
FOR USE BY:	State & Local Government Agencies
BASE GSA SCHEDULE NO.:	47QSWA18D0026
BASE SCHEDULE HOLDER:	Fiber Plus, Inc.

This CMAS provides for the purchase and warranty of security access control systems, surveillance systems and accessories. (See page 2 for the specific brands and restrictions applicable to this CMAS.)

NOTICE: Products and/or services on this CMAS may be available on a Mandatory Statewide Contracts. If this is the case, the use of this CMAS is restricted unless the State agency has an approved exemption as explained in the Statewide Contract User Instructions. Information regarding Statewide Contracts can be obtained at the website: www.documents.dgs.ca.gov/pd/contracts/contractindexlisting.pdf. This requirement is not applicable to local government entities.

The most current Ordering Instructions and Special Provisions, CMAS Terms and Conditions, and products and/or services are included herein. All purchase orders issued by State agencies under this CMAS shall incorporate these Ordering Instructions and Special Provisions and CMAS Terms and Conditions dated December 1, 2017.

Agency non-compliance with the requirements of this CMAS may result in the loss of delegated authority to use the CMAS program.

CMAS contractor non-compliance with the requirements of this CMAS may result in termination of the CMAS.

Effective Date: **3/26/2018**

JANNA WELK, Program Analyst, California Multiple Award Schedules Unit

March 1, 2019

Mr. Jeff Gutierrez
Ojo Technology, Inc.
103 Hammond Avenue
Fremont, CA 94539

Subject: Ojo Technology, Inc.'s California Multiple Award Schedule (CMAS)

CMAS Number:	**3-19-70-2890G**
CMAS Term Dates:	**March 1, 2019 through March 10, 2021**
Base GSA Schedule No.:	**GS-35F-0280X**

The State of California is pleased to accept your firm's offer to establish a California Multiple Award Schedule (CMAS), which we have assigned the CMAS number and term dates identified above. This CMAS number must be shown on each invoice rendered. Additionally, this letter shall not be construed as a commitment to purchase any or all of the State's requirements from your firm. Prior approval is required from the State for all news releases regarding this CMAS.

It is your firm's responsibility to furnish, upon request, a copy of this CMAS to State and local government agencies. A copy of this CMAS can be obtained at caleprocure.ca.gov. A complete CMAS consists of the following: **1)** CMAS cover pages (which includes the signature page, ordering instructions and special provisions, and any attachments or exhibits as prepared by the CMAS Unit), **2)** CMAS terms and conditions, **3)** Federal GSA (or Non-GSA) terms and conditions, and **4)** product/service listing and prices. The CMAS Unit strongly recommends that government agencies place orders with CMAS contractors who provide ALL of the elements described above.

To manage this CMAS, contractors are directed to the "CMAS Management and Information Guide", which can be accessed at www.dgs.ca.gov/pd/programs/leveraged/cmas.aspx, then select "For Suppliers/Contractors." This guide covers topics such as CMAS Quarterly Reports, amendments, extensions, renewals, CMAS contractor's change in contact information, company name change requests, and marketing your CMAS.

It is the CMAS contractor's responsibility to submit on a timely basis detailed CMAS Quarterly Reports (along with any applicable incentive fees).

THE NEXT QUARTERLY REPORT DUE FOR THIS CMAS IS Q1-2019 (JAN-MAR) DUE BY APR 15, 2019.

The "Approved CMAS Contractor" logo is only available to CMAS holders for display at conferences or on other marketing material. A login and password is required to download the logo. Go to www.dgs.ca.gov/pd/Resources/FormsResourcesLibrary.aspx , then select "Reference Material"; click on "CMAS Logos" under the heading "Marketing Tools". At the prompt, enter the login: "cmassupplier" and the password: "cmas010194".

Should you have any questions regarding this CMAS, please contact me at (916) 375-4391. Thank you for your continued cooperation and support of the CMAS Program.

BRYAN DUGGER, Program Analyst
California Multiple Award Schedules Unit

DGS CALIFORNIA DEPARTMENT OF GENERAL SERVICES

Procurement Division
707 Third Street, 2nd Floor, MS #2-202
West Sacramento, CA 95605-2811

State of California

MULTIPLE AWARD SCHEDULE

Ojo Technology, Inc.

CMAS NUMBER:	**3-19-70-2890G**
CMAS TERM DATES:	3/01/2019 through 3/10/2021
CMAS CATEGORY:	Information Technology Goods & Services
APPLICABLE TERMS & CONDITIONS:	March 15, 2018
MAXIMUM ORDER LIMIT:	State Agencies: **See Purchasing Authority Dollar Threshold provision** Local Government Agencies: **Unlimited**
FOR USE BY:	State & Local Government Agencies
BASE GSA SCHEDULE NO.:	GS-35F-0280X
BASE SCHEDULE HOLDER:	Protiviti Government Services, Inc.

This CMAS provides for the purchase and warranty of Information Technology (IT) consulting services. (See page 2 for the labor categories and restrictions applicable to this CMAS.)

The most current Ordering Instructions and Special Provisions, CMAS Terms and Conditions, and products and/or services are included herein. All purchase orders issued by State agencies under this CMAS shall incorporate these Ordering Instructions and Special Provisions and CMAS Terms and Conditions dated March 15, 2018.

Agency non-compliance with the requirements of this CMAS may result in the loss of delegated authority to use the CMAS program.

CMAS contractor non-compliance with the requirements of this CMAS may result in termination of the CMAS.

Effective Date: **3/01/2019**

BRYAN DUGGER, Program Analyst, California Multiple Award Schedules Unit

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:

Ratification of Contract with Phantom Fireworks and Western Placer Unified School District – Lincoln High School

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of
Business and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

LHS – Girls Basketball & Softball Fundraising

MEETING DATE:

June 4, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract is for services with Phantom Fireworks and Western Placer Unified School District/Lincoln High School (LHS) for the 2019-20 school year as a fundraiser for Girls Basketball and Softball. The services provide LHS with a 24 ft. fireworks stand at the G Street and Lincoln Blvd. location. The cost of services is $475.00 and will be paid with Girls Basketball & Softball Fundraising.

RECOMMENDATION:

Administration recommends that the Board ratify the contract agreement between Phantom Fireworks and Western Placer Unified School District/ Lincoln High School.

Phantom Fireworks Western Region, LLC ◆ Hereinafter referred to as "Phantom" ◆
Distributors of Phantom© Brand and Wolf Pack© Brand Fireworks

8341 Demetre Avenue ◆ Sacramento, California 95828 ◆ (916) 388-1479, (800) 554-8955 ◆ FX (916) 388-1476

FIREWORKS STAND LICENSE AND SUPPLY AGREEMENT 2020

ACCOUNT NAME & GROUP INFORMATION		
Acct Name: Western Placer Unified School District		Account#: 601632
Mailing Address: 600 6th Street	City, State, Zip: Lincoln, CA 95648	
CONTACT FOR CORRESPONDENCE / BILLING INFORMATION		
Contact Name: Donna Tofft	HM#: 916-871-3655	WK#:
Mailing Address: 790 J St.	MB#:	FX#:
City, State, Zip: Lincoln, CA 95648	EMAIL: dtofft@wpusd.k12.ca.us	
Treasurer/Alternate: Barbara Green	Alternate's PH#: 916-645-6360 Alternate's Email: dtofft@wpusd.k12.ca.us	

FIREWORKS STAND	STATE APPLICATION	NOTE
Stand Location: Zebra Town Liquor	County: Placer	% of Retail to be Billed = 50%
Stand Address: 102 G St	Ordinance: Lincoln	
City, State, Zip: Lincoln, CA 95648	Filing Deadline: April	

EXPENSE ITEMS	UNIT OR ACTUAL COSTS	ACCOUNT OBTAINS	COMPANY OBTAINS & CHGS	INTERNAL USE ONLY	
STATE LICENSE	$50.00		$50.00	ACCT INFO	VERIFIED:
CITY / COUNTY PERMITS		XX			ENTERED:
FIRE INSPECTION				OP CHGS	ENTERED:
TASK FORCE					ORDER #:
Insurance Extension/Admin Fee			3% RETAIL		
LOCATION RENTAL		PO			INVOICE #:
STAND SERVICE ☐16' ☒24' ☐32' WINGS ☒Y ☐N	$310.00		$310.00	VIP MERCH	ORDER #:
FIRE EXTINGUISHER SERVICE ☐PO ☐1 ☒2 ☐ OTHER	$15.00	☐PO ☐DC ☒H20	$30.00		INVOICE #:
BROCHURES / SALES AIDS	$25.00		$25.00	ORIG	ORDER #:
INITIAL DELIVERY CHARGE	$75.00		$75.00		INVOICE #:

Phantom Fireworks© will attempt to provide the contracting entity set out above (herein referred to as the "Stand Operator") with the stand location listed above. Phantom Fireworks© will also attempt to maintain the same cost for the location rental and fees as listed above. However, agreements with property owners and actions of authorities may cause the stand location and/or the location rental cost and/or fees for the Stand Operator to change. The Stand Operator understands and acknowledges that the stand location and/or location rental cost and/or fees are subject to change. Phantom Fireworks© and the Stand Operator together agree to be legally bound and obligated for the above noted fireworks season in accordance with all of the terms and conditions contained on Exhibit A attached hereto.

Authorized Signature — Date: 5/17/19

Audrey Kilpatrick — Please Print Name of Signatory — Date: 5/17/19

Account Manager Signature — Date

Regional Manager Signature — Date

EXHIBIT A TO FIREWORKS STAND LICENSE & SUPPLY AGREEMENT

PHANTOM FIREWORKS ("Phantom") SHALL:
1. Provide the Stand Operator ("Operator") with information on procedures, marketing strategies, sales aids and signs to facilitate the sale of the state legal consumer fireworks and novelties ("goods"); and permit the Operator to use the Phantom name and sales techniques as an independent contractor.
2. If necessary, use its best efforts to provide a location, if available, for selling the goods; to attempt to provide an alternate location if necessary. Site costs, beyond the control of Phantom, may increase before the next selling season begins.
3. Supply a stock of high quality goods; maintain goods to fill reorders; and use its best efforts to fill all reorders based on availability of goods. Assist, if necessary, in securing licenses, permits, etc. Provide liability insurance, and product liability insurance, as an additional insured, but not theft insurance. Operator is responsible for loss of goods and supplies by theft or negligence.
4. Accept all returnable goods for full credit no later than 72 hours after the close of the sales period (the "return date"), unless another return date is approved by Phantom. Marked or damaged goods will not be accepted for return.
5. Provide a statement showing all transactions after the goods are returned to, and inventoried by, Phantom.

The STAND OPERATOR ("Operator") SHALL:

1. Purchase all goods directly from Phantom for the duration of this agreement and be responsible for all goods received until paid for or returned. The Operator shall only sell state legal goods. The sale of illegal fireworks or goods from other suppliers will void the insurance, and Phantom may terminate this agreement and close the sales venue. In such event, Operator will pay for all goods sold to date of termination, plus all related expenses, and return all unsold goods. Any discrepancy in inventory delivered by Phantom must be noted by the driver on the bill of lading, and also on the overage/shortage sheet within 24 hours of delivery and given to the designated Phantom representative. Discrepancy claims will not be honored after 24 hours from delivery.

2. Be responsible for obtaining license/permits from all licensing entities, and provide copies of same to Phantom before the sales begin. Obtain a sales tax permit where required; collect and pay sales and other required taxes; and provide Phantom with the tax registration number.

3. Protect the goods under the Operator's control from damage and theft.

4. Inventory and carefully pack all goods for return, and deliver the goods to Phantom within the return time. A $50.00 late fee shall be paid on any goods returned after the return date. A finance charge of ONE AND ONE HALF PERCENT (1½%) per month shall be paid on accounts not paid in full by the return date. Operator will pay reasonable costs of collection, attorney's fees and court costs, which will bear interest from the date incurred. Amounts due for product are based on discounted picking ticket pricing.

5. Operator acknowledges that a person or persons designated by Operator's group has completed hazmat training and agrees to follow all rules and regulations regarding the transportation of 1.4G consumer fireworks.

6. Appropriately maintain the stand/tent, equipment and selling site during the contract term and be responsible for damage to same based on full replacement value. Provide TWENTY -FOUR (24) hour security if required by local law. Remove all garbage daily; remove possessions and deliver the stand/tent site to Phantom at the end of the contract term clean and in good repair. Failure could result in a charge of a $100.00 clean-up fee.

7. Be in compliance with local, state and federal laws governing the operation of the stand/tent, storage and sale of the goods.

8. Prohibit all forms of smoking, possession of flammable materials, flame producing devices, alcoholic beverages or intoxicating drugs in, on or near the stand/tent and selling site. Prohibit anyone from sleeping or camping in or at the sales location, unless approved by Phantom.

9. Indemnify and hold Phantom harmless from any liability and damages relating to the operation of the sales venue and/or the failure to follow any laws or this agreement. Prohibit any person under the state or local minimum age to work in the stand/tent. Operator acknowledges its independent contractor status, and nothing in this agreement shall be construed to create an Employer/Employee relationship between Phantom and Operator. Operator shall be responsible for hiring, paying and providing appropriate worker's compensation coverage for all workers associated with the operation of Operator's business.

10. Follow Phantom's procedures; be responsible for the Discounted Picking Ticket Pricing of the goods; and make daily deposits or otherwise protect the funds.

11. Open the stand/tent and remain open, as allowed by local law, from June 28 - June 30 (10:00 a.m. to 10:00 p.m.) and from July 1- July 4 (9:00 a.m. to midnight), or the maximum dates and times specified by local ordinance.

12. Protect and not disclose Phantom's confidential and proprietary information (such as inventory and advertising strategies, site selection criteria, etc.); and prevent any copying or disclosure of same by anyone.

13. In the event the Stand Operator cancels and fails to operate the stand/tent, Operator shall be liable to Phantom for all fees advanced by Phantom in preparation for operation of the stand/tent that is the subject of this agreement as well as for any out-of-pocket expenses incurred by Phantom and/or the Stand Operator for the stand/tent location, including, but not limited, to state fees, property rent, fire inspection fees, etc.

14. The Operator represents to Phantom that it is not under any contractual obligation ("contract") to any third party to operate a fireworks stand this season for said other third party. The Operator agrees to indemnify and hold Phantom harmless from any liability related to any such third party claims or lawsuits alleging that Phantom in any manner whatsoever interfered with or affected such contract.

15. Operator agrees that in the event Operator is obligated under an existing contract to another fireworks vendor for the year or years Operator has agreed to operate with Phantom, the agreement will be applied to the first available year or years that the Operator's contract with the other vendor expires.

16. In any action or proceeding to enforce, interpret or declare rights under this Agreement, the prevailing party shall be entitle to its reasonable attorney's fees, costs of suit and litigation expenses.

17. The undersigned is authorized to sign this agreement for the specified fireworks season/seasons on behalf of the Operator.

18. Operator shall not withhold any funds from Phantom for any reason. Phantom's acceptance of less than the full amount of any payment due from Operator shall not be deemed an accord and satisfaction or compromise of such payment, unless Phantom specifically consents in writing to payment of such lesser sum as an accord and satisfaction or compromise.

5/17/16
Date

Authorized Signature

ASA Supt. Business
Title

Account Name

Phantom Fireworks Western Region, LLC

Distributors of Phantom and Wolf Pack Brand Fireworks
8341 Demetre Ave., Sacramento, CA 95828 • Toll Free: 800-554-8955 • Fax: 916-388-1476

TEMPORARY SALES VENUE GUARANTEE

For value received, the undersigned hereby guarantees and agrees to act as surety to Phantom Fireworks Western Region LLC dba Phantom Fireworks (hereinafter "Phantom") for the full and faithful performance and payment by the following organization (hereinafter "Stand Operator):

Western Placer Unified School District
Stand Operator

102 G St., Lincoln, CA 95648 — Location (or alternate location, if necessary)

2019 — Season

of all obligations by the Stand Operator owed to Phantom in connection with the operation of a temporary consumer fireworks sales venue, including, but not limited to, amounts owed (1) on account of and any temporary sales venue lease agreement, (2) on account of any merchandise purchased by and/or delivered to the Stand Operator, (3) and any and all other amounts owed to Phantom by the Stand Operator.

The undersigned acknowledges that this guarantee is absolute and unconditional, and in the event that more than one individual signs this guarantee, the liability of each signator is joint and several.

[signature]	6/17/19		
Guarantor Signature	**Date**	**Guarantor Signature**	**Date**
Western Placer Unified School District			
Print Name		Print Name	
600 Sixth Street, Suite 400			
Address		Address	
Lincoln CA 95648			
City, State, Zip		City, State, Zip	
94-1499904	916-645-6350		
Social Security Number	Phone	Social Security Number	Phone
above	akilpatrick@wpusd.org		
Place of Employment	Email	Place of Employment	Email

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 12/12/2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
Britton-Gallagher and Associates, Inc.
One Cleveland Center, Floor 30
1375 East 9th Street
Cleveland OH 44114

CONTACT NAME:
PHONE (A/C, No, Ext): 216-658-7100 **FAX (A/C, No):** 216-658-7101
E-MAIL ADDRESS: info@brittongallagher.com

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Everest Indemnity Insurance Co.	10851
INSURER B : Maxum Indemnity Company	26743
INSURER C : Axis Surplus Ins Company	26620
INSURER D : Everest National Insurance Company	10120
INSURER E :	
INSURER F :	

INSURED
Phantom Fireworks Western Region, LLC
2445 Belmont Avenue
Youngstown OH 44505

COVERAGES **CERTIFICATE NUMBER:** 1197749631 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	GENERAL LIABILITY	Y		SI8GL00643-181	10/30/2018	10/30/2019	EACH OCCURRENCE	$1,000,000
	X COMMERCIAL GENERAL LIABILITY						DAMAGE TO RENTED PREMISES (Ea occurrence)	$500,000
	CLAIMS-MADE X OCCUR						MED EXP (Any one person)	$
	X Non-Owned Stand						PERSONAL & ADV INJURY	$1,000,000
	End't Included						GENERAL AGGREGATE	$2,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						PRODUCTS - COMP/OP AGG	$2,000,000
	POLICY PRO-JECT X LOC							$
D	AUTOMOBILE LIABILITY	Y		SI8CA00095-181	10/30/2018	10/30/2019	COMBINED SINGLE LIMIT (Ea accident)	$1,000,000
	X ANY AUTO						BODILY INJURY (Per person)	$
	ALL OWNED AUTOS / SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	X HIRED AUTOS / X NON-OWNED AUTOS						PROPERTY DAMAGE (Per accident)	$
								$
B	UMBRELLA LIAB X OCCUR	Y		EXC6025343-05	10/30/2018	10/30/2019	EACH OCCURRENCE	$4,000,000
	X EXCESS LIAB CLAIMS-MADE						AGGREGATE	$4,000,000
	DED RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y/N						WC STATU-TORY LIMITS / OTH-ER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) N/A	N/A					E.L. EACH ACCIDENT	$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$
C	Excess Liability #2	Y		P-001-000046155-01	10/30/2018	10/30/2019	Each Occ/ Aggregate Total Limits	$5,000,000 $10,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Products Liability extends only to products purchased from Phantom Fireworks Western Region , LLC.
The Certificate Holders are named as Additional Insureds with respect to General Liability as required by written contract subject to policy terms, conditions and exclusions.
LOCATION: ZEBRA TOWN LIQUOR - 102 G STREET, LINCOLN, CA 95648
MUNICIPALITY: CITY OF LINCOLN
ADDITIONAL INSURED: LINCOLN HS STUDENT BODY-FOOTBALL / ZEBRA TOWN LIQUOR / WESTERN PLACER UNIFIED SCHOOL
See Attached...

CERTIFICATE HOLDER
WESTERN PLACER UNIFIED SCHOOL DISTRICT
600 SIXTH STREET
LINCOLN CA 95648

CANCELLATION
SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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AGENCY CUSTOMER ID: _____

LOC #: _____

ADDITIONAL REMARKS SCHEDULE

AGENCY	NAMED INSURED
Britton-Gallagher and Associates, Inc.	Phantom Fireworks Western Region, LLC 2445 Belmont Avenue Youngstown OH 44505
POLICY NUMBER	
CARRIER / NAIC CODE	EFFECTIVE DATE:

ADDITIONAL REMARKS

THIS ADDITIONAL REMARKS FORM IS A SCHEDULE TO ACORD FORM,

FORM NUMBER: 25 FORM TITLE: CERTIFICATE OF LIABILITY INSURANCE

DISTRICT / CITY OF LINCOLN
See attached CG2010 form.

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POLICY NUMBER: SI8GL00643-181

COMMERCIAL GENERAL LIABILITY
ECG 20 590 05 09

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

ADDITIONAL INSURED – OWNERS, LESSEES OR CONTRACTORS – SCHEDULED PERSON OR ORGANIZATION

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s):	Location(s) Of Covered Operations
Any person or organization that is an owner of real property or personal property on which you are performing operations or a contractor on whose behalf you are performing operations and only where required by written contract or agreement that is an "insured contract", provided the "bodily injury" or "property damage" occurs subseauent to the execution of the contract or agreement.	All locations at which the Named Insured is performing ongoing operations except locations covered under a Consolidated (Wrap Up) Insurance Program.
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.	

A. **Section II – Who Is An Insured** is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury", "property damage" or "personal and advertising injury" but only to the extent caused, in whole or in part, by:

1. Your acts or omissions; or
2. The acts or omissions of those acting on your behalf;

in the performance of your ongoing operations for an additional insured(s) at the location(s) designated above.

B. The insurance afforded to an additional insured shall only include the insurance required by the terms of the written agreement and shall not be broader than the coverage provided within the terms of the Coverage Part.

C. The Limits of Insurance afforded to an additional insured shall be the lesser of the following:

1. The Limits of Insurance required by the written agreement between the parties; or
2. The Limits of Insurance provided by this Coverage Part.

D. With respect to the insurance afforded to an additional insured, the following additional exclusions apply:

This insurance does not apply to:

1. "Bodily injury", "property damage" or "personal and advertising injury" arising out of any act or omission of an additional insured or any of its employees.
2. "Bodily injury", "property damage" or "personal and advertising injury" occurring after all work, including materials, parts or equipment furnished in connection with such work, on the project (other than service, maintenance or repairs) to be performed by or on behalf of an additional insured at the location of the covered operations has been completed.
3. "Bodily injury", "property damage" or "personal and advertising injury" occurring after that portion of "your work" out of which the injury or damage arises has been put to its intended use by any person or organization other than another contractor or subcontractor engaged in performing operations for a principal as a part of the same project.

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WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:

Disposal of Surplus Items

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business Services

ENCLOSURES:

No

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

Textbook Fund

MEETING DATE:

June 4, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

Board Policy 3270 provides that the Board of Trustees may authorize the disposal of surplus equipment when the equipment becomes unusable, obsolete or no longer needed. Administrative Regulation 3270 provides the process for selling surplus or obsolete property through a number of methods. If the property value is insufficient to defray the costs to arrange a sale, the Board may unanimously approve that property be donated to a charitable organization deemed appropriate by the Board or may be disposed of by dumping (EC 17546)

The attached list of items have been determined to be unusable, obsolete or no longer needed and the district desires to sell back the Houghton Mifflin workbooks through Follett if they have a need for them. If items on the list do not sell or the cost to sell exceeds the estimated value, they will be disposed of by donation or recycling.

Per Education Code 17547, money received from the sale of surplus property shall be either deposited in the district reserve or general fund or credited to the fund from which the original purchase was made (for example Textbook Fund or Facilities Fund).

RECOMMENDATION:

Administration recommends the Board of Trustees declare the attached list of items as surplus, authorize the disposal and/or sale of the items and authorize the removal of these items from the fixed assets inventory list if applicable.

Surplus Items

Item	Quantity	Location	Estimated Value
World History Ancient Civ	330	GEMS	0.00
World History Medieval	367	GEMS	0.00
US History	272	GEMS	0.00
Historia Universal Civilizaciones Antiguas	16	GEMS	0.00
Historia Universal de la Edad Media	5	GEMS	0.00
Historia de Estados Unidos	5	GEMS	0.00
World History Ancient Civ Teacher's Edition	4	GEMS	0.00
Medieval to Early Modern Times Teacher's Edition	4	GEMS	0.00
Ancient Civilizations CD - History	53	GEMS	0.00
Medieval to Early Modern Times CD - History	17	GEMS	0.00
US History on CD	51	GEMS	0.00
Ancient Civilizations Student Edition on Audio CD	1	GEMS	0.00
World History Ancient Civ Student Edition Audio CD	2	GEMS	0.00
United States History Student Edition Audio CD	1	GEMS	0.00
Language of Literature (Blue)	109	LHS	0.00
Language Network (Blue)	13	LHS	0.00
Literature Gold	82	LHS	0.00
Conceptual Integrated Science	112	LHS	0.00
Science CA Edition (Purple)	12	LHS	0.00
Science CA Edition (Green)	12	LHS	0.00
Science CA Edition (Red)	14	LHS	0.00
Pre-Algebra	30	LHS	0.00
Integrated Math 1	200	LHS	0.00
Integrated Math 2	178	LHS	0.00
Understandable Statistics	60	LHS	0.00
Calculus of a single variable (AP)	25	LHS	0.00
Economics by Example	38	LHS	0.00
Comparative Politics Today	35	LHS	0.00
Ordinary People	109	LHS	0.00
Where the Heart Is	45	LHS	0.00
Pygmalion & Related Readings	145	LHS	0.00
That was Then, This is Now	100	LHS	0.00

Surplus Items

Fallen Angels and Related Readings	57	LHS	0.00
Cannery Row	200	LHS	0.00
A Yellow Raft in Blue Water	60	LHS	0.00
All Quiet on the Western Front	75	LHS	0.00
We the Living	23	LHS	0.00
The Wave	128	LHS	0.00
Imitate the Tiger	211	LHS	0.00

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
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5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Ratification of Agreement for Asbestos Removal Air Monitoring and Clearance Services with ESS Environmental for the Glen Edwards Middle School Additions and Modernization Project

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Michael Adell
Director of Facilities

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Measure N Bond Funds

MEETING DATE:
June 4, 2019

ROLL CALL REQUIRED:
Yes

BACKGROUND:

The Glen Edwards Middle School Additions and Modernization Project will be completed in various phases beginning in Spring 2018 and will be completed by Fall 2020. The project will require air monitoring and final air clearance services associated with removal of asbestos containing materials prior to demolition of various buildings on campus.

The services will be provided by ESS Environmental.

RECOMMENDATION:

Staff recommends the Board of Trustees Ratify the Agreement for Asbestos Removal Air Monitoring and Clearance Services with ESS Environmental for the Glen Edwards Middle School Additions and Modernization Project.

ESS Environmental

5716 Folsom Blvd.,/PMB #146 • Sacramento, CA 95819 • (916) 383-6642 • ess_environmental@yahoo.com

May 23rd, 2019

Hannah Ritchie
Western Placer Unified School District
600 Sixth St., Suite 400
Lincoln, CA 95648

Re: Proposal to provide asbestos daily project/air monitoring and final air clearance services for the planned removal of asbestos containing materials from within multiple buildings on the campus of Glen Edwards Middle School, Lincoln CA.

Dear Ms. Ritchie:
Per your request ESS Environmental is pleased to present the following proposal. This proposal provides a daily rate for project monitoring with daily air monitoring with the final cost determined by length of the project as well as a separate cost for Final TEM AHERA Air Clearance Testing per containment. Please note that the actual billing for this project would only reflect the labor and laboratory fees required to complete the project.

ESS Environmental is please to present the following proposal:

Proposal: Full 8 hour shift monitoring for the duration of the setup and abatement phase. In addition, up to 5 PCM air samples would be run per shift around the exterior of the contained work area. Following the completion of the abatement and visual clearances a full set of TEM AHERA air clearance samples would be set and run within the containment most likely on the day following completion of abatement work.

Projected Daily Project/Air Monitoring Cost:

Full Daily Monitoring (Per Day Cost)

Labor: 10 hrs. per day @ $75.00 per hr.	$750.00
Lab Fees: 5 PCM Air Samples Per Day @ $25.00 ea.	$125.00

Total Cost per Day For Project/Daily Air Monitoring (Not to Exceed): $875.00

Note: If this project were to take ten days the cost would be multiplied by ten for a total of $8,750.00. This labor charge includes travel to and from the job site, all on-site project and air monitoring as well as delivery of the samples to the laboratory.

Final Air Clearance Sampling Cost (Per Containment):

Labor: 6 hrs. @ $75.00 per hr.	$450.00

(Testing to be performed the day after completion of all abatement work for that containment)

Lab Fees: TEM Analysis for 5 air samples @ $130.00 ea.	$650.00
Total For TEM AHERA Final Air Clearance Sampling:	**$1,100.00**

Note: If the final air clearance sampling was to fail the additional 8 samples would have to be analyzed at a cost of $130.00 each for a total of $1,040.00. If the containment fails this testing would have to be performed a second time at the same cost following a thorough re-cleaning by the abatement contractor.

ESS Environmental appreciates the opportunity to provide this proposal. If I can be of further assistance please do not hesitate to contact me.

Sincerely,

Michael L. Horan, Hygienist
ESS Environmental
CAC #92-0107
DHS Lead Inspector/Assessor #92-0107

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

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5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Ratification of Agreement for Fill Materials Assessment with Blackburn Consulting For the Twelve Bridges High School Project

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Michael Adell
Director of Facilities

ENCLOSURES:
Yes

DEPARTMENT:
Facilities

FINANCIAL INPUT/SOURCE:
Measure A Bond Funds

MEETING DATE:
June 4, 2019

ROLL CALL REQUIRED:
Yes

BACKGROUND:

The Twelve Bridges High School Project will be completed in various increments beginning in Spring 2019 and will be completed by Fall 2021. The project will require imported fill materials assessment and reporting services in accordance with the Department of Toxic Substance Control (DTSC) guidance documents to include, but not limited to, coordination, soil sampling and testing, analysis, and data reporting.

Blackburn Consulting will be providing the fill materials assessment for the Twelve Bridges High School Project.

RECOMMENDATION:

Staff recommends the Board of Trustees Ratify the Agreement for Fill Materials Assessment with Blackburn Consulting for the Twelve Bridges High School Project.

West Sacramento Office:
2491 Boatman Ave. • West Sacramento, CA 95691
(916) 375-8706 • Fax (916) 375-8709

blackburn consulting

Auburn Office: (530) 887-1494
Fresno Office: (559) 438-8411

Geotechnical • Geo-Environmental • Construction Services • Forensics

BCI File No. 526.7
May 24, 2019

Michael Adell
Director of Facilities
Western Placer Unified School District
600 Sixth Street, 4th Floor
Lincoln, CA 95648

Subject: **PROPOSAL FOR FILL MATERIAL ASSESSMENT**
Twelve Bridges High School Increment 1, 2, 3 Project
Lincoln, California

Dear Mr. Adell:

Blackburn Consulting (BCI) presents this proposal for a Fill Material Assessment report for the Twelve Bridges High School Project located in Lincoln, California.

It is our understanding that our client wishes to accept fill material currently in a stockpile located at the area bordered by Bella Breeze Drive and Colenade Drive in Lincoln, California. The borrow material will be used for earthen fill for the 12 Bridges High School project.

The general contractor for the 12 Bridges High School Project, Flint Builders provided BCI with the following project information to prepare this proposal: the estimated volume of fill material required is 8,000 cubic yards (cy); stockpiled borrow soil was generated from the grading of the development at Bella Breeze Drive and Colenade Drive.

BCI will complete the assessment in general accordance with the Department of Toxic Substance Control (DTSC) *Information Advisory Clean Imported Fill Material Guidance Document* (October 2001). We propose the following Scope of Services, Fee, and Schedule.

SCOPE OF SERVICES

Task 1: Project Coordination and Review of Site

Prior to completing field activities, BCI will:

- Discuss project, review stockpile dimensions and location, and coordinate work schedule with Client.
- Prepare a Work Plan identifying proposed sample locations and sampling methods.
- Prepare a Worker Health and Safety Plan.

- Confirm right-of-entry has been obtained by Client or is not required.
- Prepare subcontract for laboratory analysis.

Task 2: Field Activities

BCI will perform our field exploration within the proposed excavation areas. Field activities include:

- Prepare a written sampling diagram of stockpile dimensions and sampling locations.
- The soil within the stockpile will be sampled in fifteen roughly equal sectors (samples 1 through 15) by collecting one samples from each sector.
- Obtain a maximum of fifteen (15) discrete samples from the soil stockpiles using a hand trowel, hand auger, and/or slide-hammer sampling equipment.
- Sample depths and locations will vary depending on the dimensions of the stockpiles.
- Transfer samples into glass jars, syringe, or similar sample container, label with the sample time, date, location, depth, and the sampler's initials.
- Clean sampling equipment with an Alconox wash solution and a distilled water rinse between each sample location.
- Place sample containers in a cooled ice chest and deliver to a California certified analytical laboratory, under continuous chain-of-custody documentation.

Task 3: Laboratory Testing and Analysis

BCI will analyze each sample for the following constituents:

- Semi-VOCs including PAHs (EPA Method 8270C),
- TPH gasoline/diesel/motor oil (EPA method 8015),
- Organochlorine Pesticides (EPA Method 8081A), and
- CAM17 Metals (EPA Methods 6010B).

Laboratory quality assurance will consist of Method Blanks and Spiked Samples.

Task 4: Report Preparation

Prepare a Data Report which will summarize our sampling activities and laboratory test results. The report will include:

- Stockpile description.
- Diagram/grid indicating stockpile sampling locations and depths.
- Comparison of analytical results with current regulatory screening levels.
- Vicinity and Site maps with stockpile location.
- Limitations of the Report.

FEES

We will perform the scope of services outlined above for a fee of $13,054. We will not exceed this fee without a change in scope authorized by you.

ITEMS REQUIRED TO BEGIN WORK

Prior to proceeding with our evaluation, we require the following:

- Right-of-Entry.
- Site Map accurately delineating the borrow stockpile.

SCHEDULE

BCI will complete the fill material assessment scope of services outlined above within five weeks of authorization.

We appreciate the opportunity to present this proposal and look forward to working with you.

Sincerely,

BLACKBURN CONSULTING

Laura Long
Project Manager

Bryce Moore
Director of Construction Services

Attachment: Fee Itemization

West Sacramento Office:
2491 Boatman Ave • West Sacramento, CA 95691
(916) 375-8706 • Fax: (916) 375-8709

blackburn consulting

Main Auburn Office: (530) 887-1494
Fresno Office: (559) 438-8411

Twelve Bridges High School Increment 1,2,3 Project

Fill Material Assessment

Lincoln, California

May 24, 2019 BCI File No. 526.7P

Task	Item	Quantity	Rate	Unit	Mult.	Item cost	Task Subtotal
Investigation	Principal	0.5	$245	hour	1	$122.50	
Pepare Workplan and H&S Plan	Project Manager	6	$190	hour	1	$1,140	
Set up Field Work	Project Engineer/Geologist II	0	$155	hour	1	$0	
Sampling Field Work	Project Engineer I	16	$145	hour	1.2	$2,784	
Hand Sampling Equipment	Sampling Equipment	1	$275	ea	1.2	$330	
	Assistant	1	$105	hour	1	$105	
	Mileage	120	$0.85	test	1	$102	
							$4,584
Laboratory Tests							
Environmental Testing	SVOCs (EPA 8270C)	15	$95	test	1.2	$1,710	
	Pesticides (EPA 8081A)	15	$55	test	1.2	$990	
	Metals (EPA 6010B)	15	$90	test	1.2	$1,620	
	TPH Carbon Chain (EPA 8015)	15	$40	test	1.2	$720	
	Assistant	1	$105	hour	1	$105	
							$5,145
Data Report	Principal	1	$245	hour	1	$245	
	Project Manager	4	$190	hour	1	$760	
	Project Engineer/Geologist II	10	$155	hour	1	$1,550	
	Assistant	2	$105	hour	1	$210	
	CAD/Drafting	4	$140	hour	1	$560	
							$3,325

Total Fee Estimate $13,054

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Student Discipline
Stipulated Expulsion
Student #18-19-L

AGENDA ITEM AREA:
Consent Session

REQUESTED BY:
Chuck Whitecotton
District Hearing Officer

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 4, 2019

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will take action under consent to approve the Stipulated Expulsion of Student #18-19-L.

RECOMMENDATION:

The Administration recommends the Board of Trustees disclose approve the Stipulated Expulsion of Student #18-19-L.

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Student Discipline
Stipulated Expulsion
Student #18-19-M

AGENDA ITEM AREA:
Consent Session

REQUESTED BY:
Chuck Whitecotton
District Hearing Officer

ENCLOSURES:
Yes

DEPARTMENT:
Administration

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 4, 2019

ROLL CALL REQUIRED:
No

BACKGROUND:

The Board of Trustees will take action under consent to approve the Stipulated Expulsion of Student #18-19-M.

RECOMMENDATION:

The Administration recommends the Board of Trustees approve the Stipulated Expulsion of Student #18-19-M.

wp/rk/factform

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Approval of 2019-2020 Contract with Wellness Together, Inc.

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Kerry Callahan
Deputy Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
LCFF Supplemental

MEETING DATE:
June 4, 2019

ROLL CALL REQUIRED:
No

BACKGROUND:
The attached contract with Wellness Together, Inc. is for enhanced mental health counseling for our students and their families. Wellness Together staff will provide services to all schools based on need and priority. The need for this additional support was discussed and approved through the LCAP committee.

RECOMMENDATION:
Administration recommends that the Board approve the contract between Wellness Together Inc. and Western Placer Unified School District.

AGREEMENT FOR SERVICES OF COUNSELING CONSULTANT (SCHOOL-BASED COUNSELING SERVICES)

THIS AGREEMENT ("Agreement") is made and entered into this 15th Day of May, 2019 between Western Placer Unified School District, 600 Sixth Street, Lincoln, CA, 95648, (hereinafter "District") and Wellness Together, Inc., a California nonprofit corporation, 5701 Lonetree Boulevard, Suite 210, Rocklin, California, 95765 (hereinafter "Consultant"). The term of this Agreement shall be from September 2nd, 2019 to May 29, 2020.

RECITALS

A. District provides educational and educationally related counseling to school age children and their families, and in the conduct of that business desires to have certain services, as a consultant, to be performed by Consultant.
B. Consultant agrees to perform these services for District under the terms and conditions set forth in this Agreement.

AGREEMENT

In consideration of the mutual promises set forth in this Agreement, it is agreed by and between District and Consultant as follows:

1.0 Engagement of Consultant as Independent Contractor

District hereby agrees to engage Consultant to support the overall counseling goals of District. In performance of this Agreement, Consultant is an independent contractor, the District being interested only in the result obtained. The manner and means of conducting the work will be under the sole control of Consultant. However, all work performed under this Agreement will be done in accordance with the provisions of this Agreement and be subject to the continuing right of inspection by the District's representatives.

Consultant will be entirely and solely responsible for all acts and the acts of Consultant's agents and employees while engaged in the performance of the work contracted for. Consultant is not an employee of District and is not entitled to the benefits provided by District to its employees, including, but not limited to, District group insurance and pension plans. Consultant may practice its profession for others during those periods when Consultant is not performing work under this contract for the District. District may, during the term of this Agreement, engage other independent contractors to perform the same work that Consultant performs under this

Agreement.

Consultant personally, and for all heirs, successors or assigns, covenants and agrees to indemnify and save harmless District, absolutely and without limit, against all claims, demands, suits, or judgments, asserted, made or recovered by any and all persons whomsoever on account of the acts or omissions of Consultant, Consultant's agents or employees, arising out of and during the performance of the work contracted for under this Agreement. Similarly, Consultant agrees to indemnify District for loss or damage to any of District's property or equipment used or obtained in connection with the work to be performed under this Agreement.

2.0 Limitation on Delegation of Personal Services by Consultant

The work and services provided for in this Agreement shall be performed by Consultant, and no person other than regular associates or employees of Consultant shall be engaged in such work or services except on written approval of District, provided that this provision shall not apply to secretarial, clerical, routine mechanical, and similar incidental services needed by Consultant to assist in the performance of this Agreement.

3.0 Nature of Work

Consultant will perform consulting and advisory services on behalf of District with respect to all matters relating to or affecting the integration and implementation of supplementary counseling support services for District students in a safe, encouraging, and supportive manner in an individual and/or group setting, relevant and specific to the needs of the participating students. These services may be conducted in person or online based on agreement between District and Consultant.

Specific services may include, but will not necessarily be limited to, the following:

A. School-based services:
    1) Individual counseling sessions
    2) General psychosocial interventions
    3) Group counseling sessions

B. Community referrals

Upon discontinuation of School-based services, as set forth above, the student and/or family may be offered three (3) referrals to alternative community mental health providers. Students and/or families may also choose to obtain services through Consultant in

an agency setting, by separate Agreement with Consultant, at their own expense.

C. Family engagement sessions

D. Classroom presentations

E. Collection, analysis, and provision of certain non-personally identifying process data in aggregate to the District.

To the extent that the District desires Consultant to perform additional work beyond the foregoing and/or in excess of the staffing requirements described in Paragraph 4.0, below, the District may request those additional services, in writing and will pay Consultant for those additional services.

4.0 Consultant Staffing

Consultant's staffing shall include, but will not necessarily be limited to, the following:

A. Any combination of Mental Health Specialist I positions (MHS I) and/or Mental Health Specialist II positions (MHS II) to total and average of 94 hours per week within the District

I) MHS I

(1) Holds a bachelor degree and is currently enrolled in a graduate program for Marriage and Family Therapy, Counseling, Psychology, Social Work, or a closely related field and has completed a minimum of 12 units. Individuals enrolled in a Pupil Personnel Services Credential program in the state of California may also be eligible to hold this position.

II) MHS II

(1) Registered Associate or licensed with either the California Board of Behavioral Sciences (BBS) or the California Board of Psychology (BOP) in at least one of the following areas: Marriage and Family Therapy, Counseling, Psychology, Social Work, or a closely related field.

B. One (1) clinical supervisor, and

C. One (1) organizational leadership and support staff member.

5.0 Payment

District will pay Consultant the total sum of ONE HUNDRED FIFTY THOUSAND EIGHT HUNDRED SEVENTY NINE DOLLARS AND FORTY TWO CENTS ($150,879.42) for the work required to be performed pursuant to this Agreement, as follows:

Any combination of Mental Health Specialist I (MHS I) or Mental Health Specialist II (MHS II) positions to equal an average of 94 weekly hours in the District.

$148,050.00	Total cost of Licensed Supervision, Program Administration, Program Costs and Wages for an average of 94 weekly hours by MHS I or MHS II for 35 weeks
$2,829.42	Cost of Living Adjustment (COLA) based on Consumer Price Index, West Region — February 2019 - 2.2% based on 2018-2019 Total Invoiced ($128,610.00)
$150,879.42	**Total Cost of Contract**

Consultant shall be paid in accordance with monthly invoicing from Consultant. Up to four (4) of the days may be used as paid training days. Consultant shall invoice the District by the 5th of the same month during which services are to be provided. The District shall pay Consultant within fifteen (15) calendar days of the invoice date. Consultant shall not be compensated in arrears. To the extent that this Agreement is terminated prior to Consultant performing the work for which the District has paid, Consultant shall refund any unearned fees upon termination.

However invoiced, Consultant shall not be entitled to more than $150,879.42 for the 2019-2020 school year for the basic services described in Paragraphs 3.0 & 4.0, above. Any additional work specifically requested by the District as set forth in Paragraph 3.0, above shall be in addition to this amount.

6.0 Communications to District

From the time this agreement commences until its termination, Consultant shall communicate and channel to District all knowledge, business, and

service contacts, and any other matters of information that could concern or be in any way beneficial to the business of District, whether acquired by Consultant before or during the term of this agreement; provided, however, that nothing shall be construed as requiring such communications where the information is lawfully protected from disclosure as a matter of law.

Any such information communicated to District as mentioned shall be, and remain, the property of District notwithstanding the subsequent termination of this agreement.

Consultant will work and coordinate with one designated administrator as a point of contact for each school site for purposes of referral processes, location of counseling services, office space, and data collection and sharing.

Consultant will provide District with documentation and processes that ensure parent/guardian permissions and attention to student privacy as may be required by the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA), as appropriate.

7.0 Control of Work and Workers by Consultant

Consultant shall have sole control of the manner and means of performing this Agreement and shall complete it according to Consultant's own means and methods of work. Consultant shall direct the performance of Consultant's agents and employees.

8.0 Furnishing of Materials and Equipment

All materials and equipment needed by Consultant to carry out the work to be performed by Consultant under this Agreement shall be furnished by Consultant at Consultant's expense. Notwithstanding the foregoing, the District shall at its expense provide Consultant with a confidential, safe, furnished office with secure WiFi/Internet (recommended speed of 50 Mb/s), adequate student supervision during transitions, reasonable technical assistance, and other standard utilities, at each campus location from which Consultant may perform in-person or telehealth services.

9.0 Place of Performance of Services

The services to be performed under this Agreement shall be performed at the District's place of business at the address set forth above and other District locations as District may determine.

10.0 Hiring of Employees

Consultant shall have full authority to employ qualified and experienced workers in carrying out the terms of this Agreement and shall be responsible for, and in full control of, such workers. Persons hired by Consultant shall be employees of Consultant and are to be paid by Consultant alone at such compensation as Consultant deems proper, subject to applicable law. Consultant alone shall have the right to discharge workers in Consultant's employment.

11.0 Supervision by Consultant

Consultant shall superintend, either personally or through a job supervisor, representative or employee, as the case may be, the execution of all work covered by this Agreement. If Consultant uses a job supervisor, representative or employee, as the case may be, Consultant agrees that such individual shall be competent and qualified and shall give his or her personal attention to the work under this Agreement at all times, and shall represent Consultant with full power to act on matters pertaining to this Agreement.

12.0 Right of District to Supervise and Inspect

Consultant, as an independent contractor, shall have the authority to control and direct the performance of the work done under this Agreement. However, the work shall be subject to District's general right of inspection and supervision to secure the satisfactory completion of it in accordance with generally accepted counseling standards and principles.

District shall designate a representative or representatives who shall have access at all reasonable and appropriate times for the purpose of observing or inspecting the work performed by Consultant to judge whether such work is being performed by Consultant in accordance with this Agreement. However, the actual performance and superintendence of all work shall be by Consultant. Such representative or representatives shall be empowered to act for the District in all matters relating to Consultant's performance of work under this Agreement. Any and all of District's foregoing right to observe and supervise Consultant's work is subject to and conditioned on any applicable privacy laws, and the reasonably accepted privacy and confidentiality concerns of patients for whom Consultant is providing services. To the extent there is any conflict or question between District's right to supervise or observe and the privacy rights of patients, the latter will control.

13.0 Clearances

All clearances required to provide service in a public school district in the State of California will be arranged and executed by and at the expense of Consultant. To the extent possible, District will reasonably assist and inform Consultant of such required clearances.

14.0 Additional Compensation

Except for the provision allowing the District to request Consultant perform additional counseling work described in Paragraph 3.0, above, the parties agree that work performed during the term of this Agreement shall be deemed to be performed under the provisions of this Agreement and shall not entitle Consultant to any additional compensation. If, during the term of this Agreement, District desires to retain Consultant to perform work or services determined by the Parties to be new work or services not covered by this Agreement (except as stated in Paragraph 3.0), then a separate written Agreement for the new work or services must be executed between the parties prior to performance of the new work or services.

15.0 Insurance

Consultant will carry and maintain throughout the period of this Agreement, at Consultant's sole cost, workers' compensation liability insurance in an approved company or companies, to cover all classifications of work contemplated by this Agreement, and also will carry and maintain throughout the period of this Agreement:

1. Public liability insurance in an approved company or companies, within the limits of one million dollars ($1,000,000.00) for each person, and three million dollars ($3,000,000.00) for each incident. Certificates of insurance coverage shall be furnished when requested by District within thirty (30) days.
2. State workers compensation coverage as required by law. Employees liability with a limit of not less than $1,000,000.00.

This insurance shall be adequate to protect both Consultant and District from all liability on account of injury or damage done to the persons or property of any and all persons during or in consequence of the performance of the services contracted for. The maintenance of such insurance will not in any manner affect Consultant's obligation to indemnify company, as provided herein, but maintenance of the approved insurance shall be a condition precedent to the payment to Consultant of compensation for the work and services provided for in

this Agreement.

All consultant policies shall contain an endorsement providing that written notice shall be given to District at least thirty (30) days prior to termination, cancellation or reduction of coverage in the policy.

The comprehensive general liability policies shall include the following:

- Endorsement naming District as additional insured with respect to liabilities arising out of the Contractor's performance of work in connection with the Agreement. This endorsement must state that such coverage is primary insurance with respect to the interest of District and that any insurance maintained by District is excess and not contributory with the insurance required hereunder.

- Prior to commencement of any work, Consultant shall deliver to District Certificates of Insurance issued in duplicate covering all policies providing the required insurance. Such certificates shall make reference to all such provisions and endorsements referred to above, and shall be signed on behalf of the insurer by its authorized representative. Consultant agrees, upon written request by District to furnish copies of such endorsements and policies, certified by an authorized representative of the insurer.

16.0 Compliance with Laws and Regulations

In the performance of work provided for in this Agreement, Consultant agrees that it shall be conducted in full compliance with any and all applicable laws, rules, and regulations adopted or promulgated by any governmental agency or regulatory body, both state and federal. Consultant assumes full responsibility for the payment of all contributions, payroll taxes, or assessments, state or federal, as to all its employees engaged in the performance of work under this Agreement. Consultant further agrees to meet all requirements that may be specified under regulations of administrative officials or bodies charged with the enforcement of any state or federal laws on this subject. Consultant further agrees to furnish District, on request, a certificate or other evidence of compliance with state or federal laws covering contributions, taxes, and assessments on payrolls. Consultant assumes and agrees to pay any and all gross receipts, compensation, use, transaction, sales, or other taxes or assessments of whatever nature or kind levied or assessed as a

consequence of the work to be performed or on the compensation to be paid under this Agreement.

17.0 Duration

1. This Agreement shall become effective upon execution by the Parties, but the obligations therein shall commence on September 3, 2019, and shall remain in effect for the duration of this Agreement as provided, unless terminated for breach.
2. Upon mutual agreement of the Parties, this Agreement may be extended up to 3 years with an annual Cost of Living Adjustment (COLA) applied for each extension year. The Parties shall negotiate a reasonable COLA, and may use the "Consumer Price Index, West Region" as created by the Dept. of Industrial Relations, with February to February as the term of increase.



18.0 Assignment

This Agreement is personal to the parties and may not be assigned by Consultant, in whole or in part, without the prior written consent of the District.

19.0 Representative's Authority

Consultant shall have no right or authority, either express or implied, to assume or create, on behalf of the District, any obligation or responsibility of whatsoever kind or nature.

20.0 Indemnification

Consultant agrees to indemnify District, its officers, agents, board, representatives, and employees, against all claims, damages, losses, and expenses, including reasonable attorney fees arising out of performance of Consultant's work under this Agreement that are caused in whole or in part by Consultant's negligent act or omission, or that of anyone employed by Consultant for whose acts Consultant may be liable.

21.0 Contract Governed by Law of State of California

The parties agree that it is their intention and covenant that this Agreement and performance under this Agreement and all suits and special proceedings under this Agreement be construed in accordance with and under and pursuant to the laws of the State of California and that in any action, special proceeding, or other proceeding that may be brought arising out of, in connection with, or by reason of this Agreement, the laws of the State of California shall be applicable and shall govern, to the

exclusion of the law of any other forum, without regard to the jurisdiction in which any action or special proceeding may be instituted.

22.0 Waiver or Modification Ineffective Unless in Writing

No waiver, alteration, or modification of any of the provisions of this Agreement shall be binding unless it is in writing and signed by a duly authorized representative of both parties to this Agreement.

23.0 Written Notice

1. All communications regarding this Agreement should be sent to Consultant at the address set forth above unless notified to the contrary.
2. Any written notice under this Agreement shall become effective as of the date of mailing by registered or certified mail and shall be deemed sufficiently given if sent to the address stated in this Agreement or such other address as may hereafter be specified by notice in writing.

24.0 District's Obligation on Termination of Agreement by Consultant

If, during the term of this Agreement, Consultant should fail or refuse to perform the services contemplated, or be unable to perform these services, District's obligation to make any payments shall cease, except that District shall pay Consultant for all work actually performed through the effective date of termination.

25.0 Mediation

Any differences, claims, or matters in dispute arising between the parties out of this Agreement or connected with this Agreement shall be submitted by them to mediation (the cost of which shall be split equally) prior to either Party commencing litigation.

IN WITNESS WHEREOF, the parties have executed this Agreement at _____ California, on the dates designated below.

DISTRICT

_____ 5/21/19

Superintendent or Designee — Date

Western Placer Unified School District

CONSULTANT

_____ _____

Marlon Morgan, Executive Director — Date

Wellness Together, Inc.

Taxpayer ID: 81-1653329

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Approval of 2019-2020 Contract with Document Tracking Services

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Kerry Callahan
Deputy Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
Pupil Testing

MEETING DATE:
June 4, 2019

ROLL CALL REQUIRED:
No

BACKGROUND:
The attached contract is with Document Tracking Services (DTS) for document support in the development of our Local Control Accountability Plan (LCAP), School Site Plans, and Local Education Agency Plan (LEAP). It is a renewal of an annual contract.

RECOMMENDATION:
Administration recommends that the Board approve the contract proposal agreement between Document Tracking Services and Western Placer Unified School District.

DOCUMENT TRACKING SERVICES

LICENSING AGREEMENT

This Agreement effective **July 1, 2019**, is made and entered into by **Western Placer Unified School District** as Licensee and Document Tracking Services (DTS) as Licensor each a "Party" and collectively the "Parties".

Licensee desires that DTS provide a license to use DTS proprietary web-based application in accordance with the following provisions:

A. License. DTS hereby grants to Licensee a non-exclusive license to use DTS application in order to create, edit, update, print and track specific documents as described in Exhibit **A** of this agreement.

   (i) DTS retains all rights, title and interest in DTS application and any registered trademarks associated with the license.

   (ii) Licensee retains all rights, title and interest in the documents as described in Exhibit **A** of this agreement.

B. Internet Areas. All parties including third party licensees shall not be permitted to establish any "pointers" or links between the Online Area and any other area on or outside of the DTS login without the prior written approval.

C. Term of License. The term of the Agreement is for **one (1) year** from the effective date (as noted in paragraph one) of the license agreement.

D. Personnel. DTS will assign the appropriate personnel to represent DTS in all aspects of the license including but not limited to account set up and customer license inquiries.

E. Content. DTS will be solely responsible for loading the content supplied by Licensee into DTS secure server and provide complete access to Licensee and its representatives.

F. Security of Data. DTS at all times will have complete security of Licensee documents on dedicated servers that only authorized DTS personnel will have access to; all login by DTS authorized will be stored and saved as to time of log-in and log-out.

   (i) Licensee may request DTS to only store Licensee documents for the period of time that allows Licensee and its authorized personnel to create, edit and update their documents.

G. Management of Database. DTS shall allow Licensee to review, edit, create, update and otherwise manage all content of Licensee available through the Secure Login of DTS.

H. Customer License. DTS shall respond promptly and professionally to questions, comments, complaints and other reasonable requests regarding any aspect of DTS application by Licensee. DTS business hours are Monday-Friday 8AM PST to 5PM PST except for national/state holidays.



I. License Fee. Licensee shall pay a fee of **$2,340**.

J. Document Set Up Fee. The one-time set up fee for documents as described in Exhibit A and made a part of this Agreement is **$0**.

K. Payment Terms. Licensee shall pay the annual licensing fee upon execution of the Agreement between parties and the electronic submittal of the invoice to Licensee.

L. Number of Documents. The maximum number of documents per school district is limited to **five (5)**.

M. Warranty. Licensee represents and warrants that all information provided to DTS, including but not limited to narratives, editorials, information regarding schools, is owned by Licensee and Licensee has the right to use and allow use by DTS as called for hereunder and that no copyrights, trademark rights or intellectual property rights of any nature of any third party will be infringed by the intended use thereof. In the event any claim is brought against DTS based on an alleged violation of the rights warranted herein, Licensee agrees to indemnify and hold DTS harmless from all such claims, including attorney fees and costs incurred by DTS in defending such claims.

N. Definitions.
   (i) Document. A document is defined as **a**) a specific template provided by CDE or; **b**) any specific word document or forms that have different fields or school references such as elementary, middle or high schools* submitted by District or CDE; or **c**) individual inserts submitted by District or CDE that are integrated into existing documents or are offered as supplemental and/or addendums to other report documents.

   * Licensee submits a SPSA template for their elementary, middle and high schools, which is counted as three (3) separate documents.

   (ii) Customized Documents. Any document that is not a standard CDE template is considered a custom document and as such may be subject to additional setup fees; DTS shall provide an estimated cost of these additional fees prior to the execution of this agreement.

O. Document Setup Fee. DTS will charge a one-time setup fee of $200 per standard document up to a maximum of $850 for customized documents.

P. Additional Fees. Licensee shall pay additional fees if Licensee exceeds the number of documents as described in section L of this agreement. The fee for each additional document is $39 per document times the number of schools in the district. The fee shall be payable within thirty (30) days from DTS invoice.

Q. Additional Services. DTS can also provide Data Transfer and Document Translation services to Licensee for an additional fee. The fee for each additional service would be agreed upon between the parties and invoiced at the time the services were requested. The fee shall be payable within thirty (30) days from DTS invoice.

DOCUMENT TRACKING SERVICES

The Parties hereto have executed this Agreement as of the Effective Date.

Document Tracking Services, LLC

By: Aaron Tarazon, Director
Document Tracking Services
10225 Barnes Canyon Road, Suite A200
San Diego, CA 92121
858-784-0967 - Phone
858-587-4640 - Corporate Fax

Date: May 20, 2019

Licensee

By: _____

Date: 5/21/19

Western Placer Unified School District



Exhibit A

The following are standard documents to be used in conjunction with the license.

1. 2019 School Accountability Report Card, English & Spanish (CDE Template)
2. 2019 School Plan for Student Achievement (CDE Template)
3. 2019 Local Education Agency Plan (CDE Template)
4. Others to be identified as needed.

DOCUMENT TRACKING SERVICES

May 20, 2019

Western Placer Unified School District
600 Sixth St., Ste. 400
Lincoln, CA 95648

Re: Document Tracking Services

INVOICE #9564807

Pursuant to the licensing agreement between Western Placer Unified School District and Document Tracking Services (DTS):

Document Tracking Services

Document Tracking Services [7/1/19 to 7/1/20]: **11 schools and District Personnel = 12 sites** **License Agreement includes up to 5 documents**	$2,340

DTSforms Service

DTSforms Service: **District Office Only** **License Agreement includes up to 5 Custom Forms**	$395

Translation Services

2019 Spanish School Accountability Report Card: **$150 x 7 School Accountability Report Cards**	$1,050
2019 Spanish School Plan for Student Achievement: **Detailed Word Count and Fee Schedule Provided on Page 2 of Invoice** **Word Count to be Reviewed at Time of Translation**	$4,698
Total Balance Due:	**$8,483**

Please Make Checks Payable To: Document Tracking Services

Send to:

Aaron Tarazon, Director
Document Tracking Services
10225 Barnes Canyon Road, Suite A200
San Diego, CA 92121
858-784-0967 - Phone
858-587-4640 - Corporate Fax

Thank you!

_____ _____

Approved Per Payment (Signature) Name/Role (Printed)



Account Name	Document Name	Language	Word Count	Fee
Carlin C. Coppin Elementary School	2019 SPSA	Spanish	5,268	$711
Creekside Oaks Elementary School	2019 SPSA	Spanish	7,037	$949
First Street Elementary School	2019 SPSA	Spanish	6,099	$823
Glen Edwards Middle School	2019 SPSA	Spanish	4,853	$655
Lincoln High School	2019 SPSA	Spanish	4,020	$542
Phoenix High School	2019 SPSA	Spanish	3,252	$439
Sheridan Elementary School	2019 SPSA	Spanish	4,291	$579

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Ratification of Memorandum of Understanding between Placer County Office of Education and the Western Placer Unified School District

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Gabe Simon, Ed.D.
Assistant Superintendent of Personnel Services

ENCLOSURES:
Agreement

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 4, 2019

ROLL CALL REQUIRED:
No

BACKGROUND:

The Western Placer Unified School District and the Placer County Office of Education approve of this memorandum of understanding. This agreement is regarding the fingerprinting consortium used for clearing and onboarding employees.

RECOMMENDATION:

Administration recommends the Board of Trustees ratify the Agreement between Western Placer Unified and the Placer County Office of Education.

Placer County Office of Education/School Districts
Fingerprinting Consortium
Memorandum of Agreement

This Memorandum of Agreement for participation in the Placer County Office of Education/School Districts Fingerprinting Consortium for the fiscal year **2019-2020**, is entered into by **Western Placer Unified School District** and the **Placer County Office of Education** pursuant to Education Code Sections 44830.2 and 45125.01. The purpose of the cooperative program is to provide for a centralized system for fingerprinting clearance and related records management issues for substitute certificated employees who may be employed in more than one Placer County school district.

The parties agree as follows:

1. The school district hereby designates the Placer County Office of Education (PCOE) as its agent for the purpose of fulfilling the following functions and responsibilities as set forth in Education Code Sections 44346, 44346.1, 44830.2 and 45125.

   - Transmitting fingerprints to the Department of Justice.
   - Receiving reports of convictions of the serious and violent felonies and sex offenses as defined in Education Code section 44010, controlled substance offenses as defined in section 44011, or offenses specified in section 44424.
   - Reviewing criminal history records.
   - Subscribing to the subsequent arrest notification service from the California Department of Justice as provided under Penal Code section 11105.2.
   - Reviewing reports of subsequent arrest from the Department of Justice.
   - Maintaining list(s) of persons eligible and ineligible for employment.

2. The agency designation described in Section 1, above, shall apply to all certificated substitute employees, and all applicants for such positions.

3. The individual at PCOE responsible for performing the functions and carrying out the responsibilities described in Section 1, above, is the person occupying the position of PCOE Administrator, Human Resources.

4. No party to this agreement shall share criminal record summary information with any other party to this agreement or with any non-party, except that upon receipt of a criminal record summary, the PCOE Administrator, Human Resources shall take the following action(s):

   - If the information received from the California Department of Justice reveals that the employee or applicant is not prohibited from being employed, that individual's name shall be placed on a list of eligible employees for the Fingerprint Consortium. This list certifies that PCOE has received the criminal record summary of the employee or applicant in question, the date of receipt of that summary and verifies that the information contained therein does not prohibit the individual from being employed per Ed Code, and that PCOE has not received any subsequent arrest or conviction information which would prohibit employment.

   - When a report containing criminal history or subsequent arrest is received, the PCOE Administrator, Human Resources shall review the report and use discretion in placing or keeping that individual on the consortium list, when not prohibited by Ed Code. A notice shall then be sent to the Superintendent or designee of each party informing him/her that the criminal record summary or subsequent arrest is available for inspection at the office of the Administrator, Human Resources, by the Superintendent or designee on a confidential basis. Upon notification of receipt of arrests or convictions, it is the responsibility of the Superintendent or designee to determine employment eligibility for their district and to assume liability for such decisions.

- PCOE shall maintain a record of all persons who have inspected the criminal record summary information.

- If the information that is received from the California Department of Justice reveals that an employee or applicant is prohibited from being employed, the Administrator, Human Resources shall immediately notify the employing parties of this fact and the reason therefore, and if applicable, remove the employee or applicant from the PCOE eligible employment list. Additionally the Administrator, Human Resources shall send a notice to the Superintendent or designee of each party informing him/her that the subsequent arrest or conviction notification is available for inspection at the office of the Administrator, Human Resources by the Superintendent or designee on a confidential basis for a period of 30 days following receipt of the notice, after which time PCOE may destroy the information if required by law.

5. PCOE shall maintain a record of all persons who have inspected the subsequent arrest or conviction information.

6. This Agreement authorizes PCOE to complete a journal transfer on an annual basis to charge district(s) for applicable fingerprinting processing fees. (See the attached fee schedule for the 2019-2020 fiscal year).

7. Any party hereto may terminate their participation in this Agreement by providing written notice by April 10 of the previous fiscal year to the Administrator, Human Resources.

EXECUTED AND AGREED TO BY:

Western Placer Unified School District	**Placer County Office of Education**
Signature of Superintendent/Charter Administrator	Signature of Superintendent
Scott Leaman Printed Name	**Gayle Garbolino-Mojica** Printed Name
Superintendent Title	**County Superintendent of Schools** Title
3/4/19 Dated	5/15/19 Dated

District Superintendent/Charter Administrator:
Please identify the person designated to be your district's Custodian of Records. This person will be authorized to receive the confidential criminal history information on all employees and potential employees for your district.

Gabe Simon	
Custodian of Records	Signature of Custodian of Records

01-0000-0-5821-00-0000-7400-011-00-000-00

Account Number to be Journaled

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Ratification of Agreements between Cooperative Organization for the Development of Employee Selection Procedures and the Western Placer Unified School District

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Gabe Simon, Ed.D. GS
Assistant Superintendent of Personnel Services

ENCLOSURES:
Agreements

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 4, 2019

ROLL CALL REQUIRED:
No

BACKGROUND:

The Western Placer Unified School District and the Cooperative Organization for the Development of Employee Selection Procedures (CODESP) approve of this agreement. This agreement is for the use of an interviewing and recruitment tool for the 2019-2020 school year.

RECOMMENDATION:

Administration recommends the Board of Trustees ratify the Agreement between the Cooperative Organization for the Development of Employee Selection Procedures (CODESP) and the Western Placer Unified School District.



CODESP MEMBER SERVICE AGREEMENT

Please read, acknowledge and agree to the following service agreement terms.

Services Provided:
CODESP provides online employment selection materials and training presentations to members who are employed at public agencies that have met all of the membership terms. Once the registration process is completed and payment is received your agency will gain access to the secure areas of the website.

Members will gain access to all content currently posted to the members area of the site including the Interview Builder and posted supplemental application forms and situational, performance, and writing exercises. In addition to the posted materials, members may request multiple-choice test packets along with custom supplemental application forms and situational, performance, and writing exercises via the CATS (CODESP Automated Test System) Request Form. Additional services include live and recorded webinars, live training (may be subject to an additional fee), a job description builder, sample job analysis questionnaires, an online multiple-choice testing option, and online Links and Resources related to public-sector Human Resources.

Payment for Services:
A Purchase Order may be submitted to initiate services, but payment must be received within 45 days after the PO is received. Payment or proof of payment (such as a Purchase Order) for all services must be made in advance of services being provided. Please refer to our current fee schedule for the most current pricing and options. PayPal payment requires an additional service fee.

Service Options:
- ***Full Year:*** A full year payment is for services from July 1 through June 30 in the same fiscal year.
- ***Less Than Full Year:*** A less than full year payment is for any services initiated after July of the current fiscal year. If joining after July, an agency may choose one of the following options:
  - **Pay the full year rate for the current fiscal year with no additional commitment.**
  - **Pay a prorated amount for services for the months remaining in the current fiscal year with a contractual obligation to continue the following fiscal year.**
    - The prorated fee shall be one-twelfth (1/12) of the full year fee multiplied by the number of months remaining in the fiscal year. Any months in which services will be rendered will be included in this calculation.
    - By agreeing to this option, the agency agrees to pay for a full year of service the fiscal year following the fiscal year in which services are originated. The fee for the following year will be in accordance with the posted fee schedule for the following year which shall be made available by no later than February of the preceding fiscal year. In the event that the posted fee schedule for the following year indicates a fee increase in excess of ten (10) percent from the previous year, the agency will have the right to option out of the following full year of service. This agreement may be amended to remove the requirement for an additional year of service under special circumstances wherein an agency policy is provided that supports a limitation set by the governing body of the agency limiting the agency's ability to agree to a multi-year contractual obligation upon consent of the CODESP administration.

Refunds:
Refunds for membership fees will not be made.

Continuation of Services:
To continue membership in good standing, agencies shall pay the membership fee no later than July 1 or communicate their intent to rejoin through e-mail or other correspondence. Unless the membership fee is received by September 1, the intent to rejoin becomes null and void, and the agency will be dropped from the membership roll.

Please note that the following terms apply at the start of each fiscal year. Failure to adhere to the following may result in access to the secure areas of the CODESP website being temporarily disabled.

- Payment must be received within 45 days of receipt of a Purchase Order
- A signed copy of the Agency Security Agreement and Service Agreement for the current fiscal year must be received within 45 days of the start of the new fiscal year

Test Material Requests:
Multiple-choice test materials from the online item bank are requested by completing a **CATS Request Form**.

Other test materials such as interviews (Interview Builder), supplemental application forms, writing, situational, and performance exercises (under Test Materials) can be accessed from the secure areas of the website. If customized materials are needed, the member will complete a CATS Request Form and provide current job information and access to job experts as needed to fulfill such a request.

When submitting requests for test materials, members must provide a job description and other pertinent information needed to guide CODESP staff in selecting job-related materials. The member will allow at least 10 business days for the request to be fulfilled. If new test materials need to be developed, the member acknowledges that these requests take longer to fulfill and will work with CODESP staff on an appropriate timeline for fulfilling the request.

Access to the secure areas of the website and all test materials is restricted to authorized employees who are responsible for accessing test materials and implementing the selection process. Authorization is determined by the member's Human Resources administrator and subject to approval by CODESP administration. The number of users is based on the size of the agency and approved by CODESP. Generally, no more than 10 users per agency may have access to the secure areas of the website. Exceptions to the restriction on the number of users may be authorized for agencies with an employee count of over 3,000.

A maximum of five test material requests may be submitted by the member per month, unless otherwise approved by CODESP administration. CODESP provides unlimited access to the products and services accessible from the secure areas of the website that do not require completing a CATS Request Form. Unlimited test products include all questions in the Interview Builder and posted sample test materials such as supplemental application forms and writing, situational, and performance exercises.

New Test Material Development:
CODESP will expand test material job families when resources are available. Job experts are to be provided by the member whenever possible. CODESP maintains final edit approval on test materials entered into the CATS system. Adding job families and items to the item bank is at the discretion of CODESP. A list of Multiple-Choice Item Banks currently available can be found under **Join CODESP / Frequently Asked Questions**. The list is subject to revision and the job families listed do not contain test items for all possible classifications that may fall under a specific job family.

CODESP requires the following to develop new test materials:

- A job expert provided by the member to assist CODESP staff in the development, edit, and final review of the new materials.
- Technical documents/manuals or other appropriate source material provided by the member when they are not readily available to CODESP.

- At least 15 business days for development, review, and edits of new test materials. The 15 day period begins after the job expert and/or technical materials are provided to CODESP.

CODESP will not:

- Recreate state licensure, Microsoft certification, or similar examinations that require formal certificates.
- Enter copyrighted materials into our item bank.
- Create test materials for sworn police or fire personnel.
- Create test materials for positions where the type of assessment method requested is inappropriate. For example, multiple-choice tests for senior management or highly technical positions like engineer.

Use of Test Materials:

The final selection of which test materials to use is the responsibility of the agency. A local job analysis is highly recommended to determine test content which is appropriate for your agency's specific position/classification for which you are testing. All test materials should be reviewed by a local job expert prior to use in order to ensure validity.

The use of test materials by a member agency (such as a County Office of Education) to test or assess candidates for a non-member agency (such as a local district) is strictly prohibited.

The charging of any test administration or related fees to a candidate for any job for taking a test that includes any CODESP materials is strictly prohibited unless otherwise approved by CODESP administration.

Retention of Test Materials:

Upon termination of CODESP membership, the agency shall immediately cease and desist the use of all CODESP test materials and shall cease administering any and all tests that contain CODESP test materials. The agency shall destroy all CODESP test materials, both paper and electronic, except those used to document existing test records. The agency shall inform CODESP at the time of the discontinuation of service of any test materials that are being maintained in order to document existing test records. The agency shall delete CODESP test materials from electronic storage devices, databases, test management systems, and/or item banks that may be accessible by unauthorized individuals, agencies, or vendors.

Legal Acknowledgements:

The terms of this Service Agreement may change prior to the start of each fiscal year as solely determined by the CODESP Board of Directors. A copy of this Service Agreement will be sent to members in advance of the new fiscal year. Members must agree to the terms of the current Service Agreement in order to continue services.

To the extent allowable by California law, the agency named below shall defend, indemnify, and hold harmless CODESP, its board members, officers, employees, and agents from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the use of materials or services provided by CODESP.

The agency named below understands and acknowledges that it is solely responsible for its employment decisions including, but not limited to, all uses of CODESP materials including, but not limited to, test materials, rating criteria, training materials, statistical reports, and cutoff scores. The agency named below also acknowledges that it is solely responsible for ensuring its employment practices comply with all applicable federal, state, and local laws, regulations, and professional guidelines. It is the exclusive responsibility of the agency named below to ensure that the knowledge, skills, and abilities and/or competencies measured by CODESP test materials are valid job requirements.

By entering into this Service Agreement the agency acknowledges that so far as it pertains to the agency and CODESP, that CODESP is the sole owner of the intellectual property that the agency will have access to under this Agreement, described herein as "content" or "materials," as well as any other intellectual property the agency will have access to under this Agreement. CODESP hereby grants to the agency a non-transferable and non-exclusive license to the materials and content for the purposes described herein. This license shall be

in effect only as long as the agency remains as a party in good standing to this Agreement and only while the agency is current in its financial obligations to CODESP. The agency acknowledges that any use of the intellectual property owned by CODESP in violation of this license will constitute an intentional infringement of CODESP's copyright interest in such property. The agency agrees that copyright infringement under this Agreement includes obtaining CODSEP materials while a member and continuing to use such materials after the end of the membership. The agency agrees that should it infringe upon CODSEP's intellectual property rights that the agency will pay for CODSEP's attorney fees and costs incurred by CODSEP in any ensuing litigation.

Should any portion, term, condition, or provision of this Agreement be decided by a court of competent jurisdiction to be illegal or in conflict with any law of the State of California, or be otherwise rendered unenforceable or ineffectual, the validity of the remaining portions, terms, conditions, and provisions will not be affected thereby.

X **I agree with the terms and conditions as stated in this document.**

○ **I do not agree with the terms and conditions and choose not to become a member at this time.**

Agency: Western Placer Unified School District

Signature of Authorized Agency Representative: _____ Date: 5/23/19

Printed Name: Gabe Simon Title: Asst. Supt. of Personnel

Signature of HR Administrator (if different from above): _____ Date: _____

Printed Name: _____ Title: _____

Please agree, complete, sign and e-mail a scanned copy to **codesp@codesp.com.** If you are unable to send a scanned copy via e-mail, please fax a signed copy to: 714-374-8225



JOINT POWERS AGREEMENT
July 1, 2019 – June 30, 2020

This agreement is entered into pursuant to the provisions of Title I, Division 7, Chapter 5, Article I (Section 6500, et seq.) Of the California Government Code relating to the joint exercise of powers, between the public educational agencies signatory hereto, for the purpose of operating an agency to be known and designated as "Cooperative Organization for the Development of Employee Selection Procedures."

WITNESSETH:

WHEREAS, all California public agencies must be able to demonstrate that their employment selection procedures do not discriminate on the basis of race, religious creed, color, national origin, ancestry, physical handicap, medical condition, marital status, sex, and age for individuals over 40 years of age; and

WHEREAS, school districts, because of limited staff, cannot reasonably add extensive test validation functions to employment selection procedures, without special assistance; and

WHEREAS, the parties signatory hereto have determined and hereby declare that it is in the public interest that they join together in an organization for cooperatively developing selection procedures which will comply with state and federal requirements;

NOW, THEREFORE, for and in consideration of the mutual promises and agreements contained herein, the parties do hereby agree as follows:

1. **CREATION OF THE JOINT POWERS AGENCY**
   A joint powers agency separate and apart from the parties signatory hereto is hereby created and shall be designated as the Cooperative Organization for the Development of Employee Selection procedures (hereinafter "CODESP" or "Agency").

2. **PURPOSE**
   CODESP is established for the purpose of administering this Agreement and of engaging in activities including but not limited to the following:
   a. Providing a system of cooperative measuring devices relevant to common skills, knowledges and abilities related to common jobs.
   b. Establishing priorities to be given to development of written tests, interview standards and other selection devices.
   c. Developing and training representatives of member public agencies in the use of such selection devices.
   d. Developing guidelines whereby individual public agencies can isolate elements of particular jobs and determine which selection devices can appropriately be used.

3. **POWERS**

CODESP shall have the authority to exercise any power common to public agencies which are signatory to this agreement, including but not limited to the following:

a. To make and enter contracts.
b. To employee agents and employees.
c. To acquire, construct, manage, maintain, or operate any building, works or improvements.
d. To acquire, hold or dispose of property.
e. To incur debts, liabilities or obligations.
f. To sue and be sued in the name of CODESP.

4. **TERM**

This Agreement shall become effective when duly executed and shall continue in effect until terminated as provided herein. In the event of a reorganization of one or more of the public agencies participating in this Agreement, the successor in interest or successors in interest to the obligations of any such reorganized agency shall be substituted as a party or parties to this Agreement.

5. **MEMBERSHIP**

In addition to the public agencies which are parties to this Agreement, other public agencies may become parties hereto pursuant to the Policies and Procedures of CODESP.

6. **MEMBERSHIP FEES**

Each party to this Agreement shall deposit an annual membership fee with CODESP equivalent to the appropriate and applicable fee noted on the current schedule of fees upon receipt of an invoice for the same.

7. **TREASURER/AUDITOR**

A director of CODESP shall be designated as the Treasurer/Auditor of CODESP. The Treasurer/Auditor shall be the depositary and have custody of all the money of CODESP, from whatever source. The Treasurer/Auditor shall:

a. Receive and receipt for all money of CODESP and deposit it in the County School Service Fund to the credit of CODESP.
b. Be responsible for the safekeeping and disbursement of all money of CODESP so held by the Treasurer/Auditor.
c. Pay, when due, out of money of CODESP so held by the Treasurer/Auditor, all sums payable by CODESP only upon warrants authorized by the Treasurer/Auditor and drawn by the Treasurer of Orange County, or the Treasurer's authorized representative.
d. Verify and report in writing on the first day of July, October, January, and April of each year to CODESP and to the parties to this Agreement the amount of money held for CODESP, the amount of receipts since the last report, and the amount paid out since the last report.

8. **ACCOUNTS AND RECORDS**

a. Accountability

CODESP shall be strictly accountable for all funds. CODESP shall cause to be kept proper accounts and records in which complete and detailed entries shall be made of all transactions including all receipts and disbursements. Such accounts and records shall be kept in accordance with applicable law and generally accepted accounting principles. Said accounts and records shall be subject to inspection at any reasonable time by the representative of each of the parties to this Agreement. CODESP shall cause to be prepared annual financial statements which shall be provided to the representatives of each of the parties to this Agreement.

b. Audit

The Treasurer/Auditor shall contract with a certified public accountant or public accountant to make an annual audit of the accounts and records of CODESP. The minimum requirements of the audit shall be those prescribed by the State Controller for special districts under Section 26909 of the Government Code and shall conform to generally accepted auditing standards. Reports of such audits shall be filed as public records with each of the parties to this Agreement and also with the auditor of the county in which each of the parties is located. Such reports shall be filed within twelve (12) months of the end of the fiscal year or years under examination. Any costs of the audit, including contracts with, or employment of, certified public accountants shall be borne by CODESP and shall be a charge against any unencumbered funds of CODESP available for the purpose.

9. **WITHDRAWAL**

Any party may withdraw from this Agreement and from CODESP by giving written notice of its intention to do so to the Board of Directors. Unless otherwise specified therein, withdrawal shall be effective upon the receipt of said notice.

10. **TERMINATION OF AGREEMENT**

This Agreement may be terminated, except for purposes of winding up the affairs of CODESP, effective at the end of any fiscal year by the affirmative action of a majority of the public agencies then parties to the Agreement.

11. **DISPOSITION OF PROPERTY AND FUNDS**

In the event of the dissolution of CODESP, the complete rescission, or other final termination of this Agreement by all public agencies then parties hereto, any property interest remaining in CODESP following a discharge of all obligations shall be returned in proportion to the contributions made by the then parties to the Agreement. The inclusion of additional parties to this Agreement or the withdrawal of some but not all the parties to this Agreement shall not be deemed a dissolution of CODESP nor a termination of this Agreement.

12. **SEVERABILITY**

Should any portion, term, condition or provision of the Agreement be decided by a court of competent jurisdiction to be illegal or in conflict with any law of the State of California, or be otherwise rendered unenforceable or ineffectual, the validity of the remaining portions, terms, conditions and provisions shall not be affected thereby.

13. **AMENDMENTS**

This Agreement may be amended by a simple majority vote of all parties to the Agreement. Any such amendment shall be effective upon the date of execution thereof, unless otherwise provided in the amendment.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed by their authorized officers there unto duly authorized as set forth herein below:

Signed on the 23 day of May 2019 by

Administrator

Western Placer Unified School District

Agency

Approved on the____ day of _____, 201__by

_____

Jonathan Koch - Executive Director - CODESP



CODESP AGENCY SECURITY AGREEMENT

The parties to this agreement are the Cooperative Organization for the Development of Employee Selection Procedures (CODESP) and the Western Placer Unified School District hereinafter known as the Agency. In order to protect the mutual interests of all CODESP agencies, each Agency is required to execute this agreement and fulfill its terms.

a. It is understood and agreed that the primary signer of this agreement will be an authorized agent of the Agency. The Agency may designate one or more alternates. If the primary signer of this agreement is not an agent of the Agency with responsibility for oversight of the Agency's test administration and selection practices, an alternate signer is required who maintains responsibility in this area. The Agency may also assign an additional alternate signer of its choosing. All alternate signers will be regarded as sharing the responsibility with the primary signer for carrying out the terms of this agreement. CODESP has the right to terminate this agreement and all associated agreements and to withhold or recall CODESP materials and services if terms and conditions of this agreement have been violated.

b. Test materials obtained through CODESP will be used for the official purposes of the Agency in testing candidates for placement within their Agency or at other approved public agencies who are current customers of CODESP only. The use of test materials by the Agency to test or assess candidates for a non-customer agency is strictly prohibited. Under no circumstances will materials so obtained, including tutorials, be posted on the Agency's website or other websites. Under no circumstances will test materials be stored in any other agency's or private computer systems for sale or disbursement to any other agency or person that is not authorized to have access to such materials, nor will the Agency knowingly permit others to do so. The Agency will not enter any test materials obtained through CODESP into any third-party testing or test management system unless there is an expressed written consent that the third-party will not retain any of the data.

c. Test materials obtained through CODESP may be reviewed by examiners, subject matter experts, researchers, consultants, test proctors, or others working on the development of examinations. Such persons are not authorized to receive access to the secure areas of the website or to make notes about, copy, or retain any of the actual materials. Any reviews of materials are to be conducted under the general supervision and responsibility of the primary signer (or alternate signer with responsibility over the area of test administration and selection practices) of this agreement. The final selection and use of test materials is the

responsibility of the Agency.

d. No official, staff member, consultant, or other agent of the Agency may loan, give, sell, nor otherwise make available any testing material obtained through CODESP to any other agency or person that is not authorized to have access to such material, nor will they knowingly permit others to do so. Under no circumstances will CODESP materials be available for study, copying, photographing, reproduction, or re-publication, in whole or in part.

e. Test materials obtained through CODESP will be used and stored at the Agency in a manner that will prevent unauthorized persons from having access to them. Tests will be administered in proctored environments by an Agency employee to ensure that no test materials are removed from the test site (test materials specifically designated by CODESP for non-proctored use are exempted).

f. All system users and test proctors must be employees of the Agency and must sign the CODESP User Security Agreement. No more than 10 users are allowed per agency (exceptions may apply for agencies with over 3,000 employees). Access to the secure areas of the CODESP website is restricted to employees of the Agency with a direct reporting relationship to an Agency administrator with responsibility for the oversight of the Agency's test administration and selection practices and who are involved in the employment testing process. The sharing of usernames or passwords is strictly prohibited.

g. If candidates are allowed consultation regarding their test results, they may only review the test under a restrictive time-limit with an authorized individual whose signature is on the CODESP User Security Agreement. The candidate may not make notes about, copy, or retain any of the test materials. Under no circumstances will candidates be allowed to view the answer key for an exam or any reports generated from the CODESP website containing such information in an unsupervised environment. No candidate will be allowed to make notes about, copy, or retain any information relating to keyed responses.

h. If it is necessary that materials obtained through CODESP be presented in proceedings conducted by a court or other body vested with legal authority, the Agency shall request that the material be covered by a protective order that will safeguard its confidentiality, and CODESP will be promptly notified of the proceedings.

i. To the extent allowable by California law, the Agency shall defend, indemnify, and hold harmless CODESP, its board members, officers, employees, and agents from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the use of materials or services provided by CODESP.

j. The Agency understands and acknowledges that it is solely responsible for its employment decisions including, but not limited to, all uses of CODESP materials and services including, but not limited to, test materials, rating criteria, training materials, statistical reports, and cutoff scores. The Agency also is solely responsible for ensuring its employment practices comply with all applicable federal, state, and local laws, regulations, and professional guidelines. It is the exclusive responsibility of the Agency to ensure that the knowledge, skills, and

abilities and/or competencies measured by CODESP test materials are valid job requirements.

k. The Agency agrees that all necessary administrative steps will be taken to ensure that staff members, consultants, or others who may have access to material provided through CODESP will be informed of this agreement and required to comply with it. Any Agency violating test security will be denied any further test materials. The signers of this agreement are authorized to execute this agreement on behalf of the parties.

l. Upon termination of CODESP membership/subscription, the Agency shall destroy all CODESP test materials, both paper and electronic, except those used to document existing test records. The Agency shall immediately cease and desist the use of all CODESP test materials and shall cease administering any and all tests that contain CODESP test materials. The Agency shall delete CODESP test materials from electronic storage devices, databases, test management systems, and/or item banks that that may be accessible by unauthorized individuals, agencies, or vendors.

m. If the signer(s) of this agreement find(s) it impossible to ensure fulfillment of this agreement or leave(s) the Agency, an authorized agent of the Agency shall notify CODESP to make arrangements for continuation or termination of the agreement.

Should any portion, term, condition, or provision of this Agreement be decided by a court of competent jurisdiction to be illegal or in conflict with any law of the State of California, or be otherwise rendered unenforceable or ineffectual, the validity of the remaining portions, terms, conditions, and provisions will not be affected thereby.

Primary Signer:

Print Name: Gabe Simon Title: Asst. Supt. of Personnel

Signature: [signature] Date: 5/23/19

Human Resources Administrator (if different from above):

Print Name: _____ Title: _____

Signature: _____ Date: _____

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Ratification of Agreement
between Dannis Woliver Kelley
and the Western Placer Unified School District

AGENDA ITEM AREA:
Consent

REQUESTED BY: GS
Gabe Simon, Ed.D.
Assistant Superintendent of Personnel Services

ENCLOSURES:
Agreement

DEPARTMENT:
Personnel

FINANCIAL INPUT/SOURCE:
N/A

MEETING DATE:
June 4, 2019

ROLL CALL REQUIRED:
No

BACKGROUND:

The Western Placer Unified School District and the law offices of Dannis Woliver Kelley approve of this agreement. This agreement is for District legal services for the 2019-2020 school year.

RECOMMENDATION:

Administration recommends the Board of Trustees ratify the Agreement between Dannis Woliver Kelley and the Western Placer Unified School District.

AGREEMENT FOR PROFESSIONAL SERVICES

This Agreement is made and entered into on May 14, 2019, by and between the Western Placer Unified School District, hereinafter referred to as District, and Dannis Woliver Kelley, a professional corporation, hereinafter referred to as Attorney.

In consideration of the promises and the mutual agreements hereinafter contained, District and Attorney agree as follows:

SCOPE OF SERVICES. District appoints Attorney to represent, advise, and counsel it from July 1, 2019, through and including June 30, 2020, and continuing thereafter as approved. Any services performed during the period between the above commencement date and the date of Board action approving this Agreement are hereby ratified by said Board approval. Attorney agrees to prepare periodic reviews of relevant court decisions, legislation, and other legal issues. Attorney agrees to keep current and in force at all times a policy covering incidents of legal malpractice.

CLIENT DUTIES. District shall be truthful with Attorney, cooperate with Attorney, keep Attorney informed of developments, perform the obligations it has agreed to perform under this Agreement and pay Attorney bills in a timely manner.

FEES AND BILLING PRACTICES. Except as hereinafter provided, District agrees to pay Attorney two hundred sixty-five dollars ($265) to three hundred sixty dollars ($360) per hour for Shareholders and Of Counsel; two hundred forty-five dollars ($245) to two hundred ninety-five dollars ($295) for Special Counsel; one hundred ninety-five dollars ($195) to two hundred sixty dollars ($260) per hour for Associates; and one hundred thirty dollars ($130) to one hundred eighty dollars ($180) per hour for Paralegals and Law Clerks. The rate for Gregory J. Dannis will be three hundred eighty dollars ($380) per hour. Rates for individual attorneys may vary within the above ranges depending on the level of experience and qualifications and the nature of the legal services provided. Agreements for legal fees at other than the hourly rate set forth above may be made by mutual agreement for special projects, particular scopes of work, or for attorneys with specialized skills. The rates specified in this agreement are subject to change at any time by Attorney by written notice to Client and shall apply to all services rendered after such notice is given. Substantive communications advice (telephone, voice-mail, e-mail) is billed in a minimum increment of one-tenth (.1) of an hour, except for the first such advice in any business day, which is charged in a minimum of three-tenths (.3) of an hour. Actual travel time is charged at the rates above. In the course of travel it may be necessary for Attorney to work for and bill other clients while in transit. If, during the course of representation of District, an insurance or other entity assumes responsibility for payment of all or partial fees of Attorney on a particular case or matter, District shall remain responsible for the difference between fees paid by the other entity and Attorney's hourly rates as specified in this Agreement unless otherwise agreed by the parties.

OTHER CHARGES. District further agrees to reimburse Attorney for actual and necessary expenses and costs with respect to providing the above services, including support services such as copying charges (charged at $0.10 per page), express postage (only charged if in excess of $1.00), and computerized legal research (i.e. Westlaw). Any discount received on computerized legal research is passed along to Client by Attorney. District agrees that such actual and necessary expenses may vary according to special circumstances necessitated by request of District or emergency conditions which occasionally arise. Such expenses shall be provided at cost unless otherwise specified.

District further agrees to pay third parties, directly or indirectly through Attorney, for major costs and expenses including, but not limited to, costs of serving pleadings, filing fees

and other charges assessed by courts and other public agencies, arbitrators' fees, court reporters' fees, jury fees, witness fees, investigation expenses, consultants' fees, and expert witness fees. Upon mutual consent of District and Attorney, District may either advance or reimburse Attorney for such costs and expenses.

Occasionally Attorney may provide District officials and/or employees with food or meals at Attorney-sponsored trainings or when working with District officials and/or employees. Attorney may provide such food or meals without additional charge in exchange for the consideration provided by the District under this Agreement.

BILLING STATEMENT. Attorney shall send District a statement for fees and costs incurred every calendar month. Attorney's statements shall clearly state the basis thereof, including the amount, rate and basis for calculations or other methods of determination of Attorney's fees. Upon District office's request for additional statement information, Attorney shall provide a bill to District no later than ten (10) days following the request. District is entitled to make subsequent requests for bills at intervals of no less than thirty (30) days following the initial request. District shall pay Attorney's statements within thirty (30) days after each statement's date.

INDEPENDENT CONTRACTOR. It is expressly understood and agreed to by both parties that Attorney, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District.

CONFLICT OF INTEREST. Because Attorney represents many school and community college districts, county offices of education, joint powers authorities, SELPAs and other entities, conflicts of interest may arise in the course of Attorney's representation. If Attorney becomes aware of any conflicts of interest, Attorney will comply with the legal and ethical requirements to fulfill its duties of loyalty and confidentiality to District. If District has any question about whether Attorney has a conflict of interest in its representation of District in any matter, it may contact Attorney or other legal counsel for clarification.

TERMINATION OF CONTRACT. District or Attorney may terminate this Agreement by giving reasonable written notice of termination to the other party.

IN WITNESS WHEREOF, the parties hereto have signed this Agreement for Professional Services.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

_____ _____

Scott Leaman
Superintendent

Date

DANNIS WOLIVER KELLEY

Keith J. Bray
Attorney at Law

5-14-19
Date

At its public meeting of_____, 2019, the Board approved this Agreement and authorized the Board President, Superintendent or Designee to execute this Agreement.

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:

Ratification of Contract with TNT Fireworks and Lincoln High School

AGENDA ITEM AREA:

Consent

REQUESTED BY:

Audrey Kilpatrick
Assistant Superintendent of Business and Operations

ENCLOSURES:

Yes

DEPARTMENT:

Business Services

FINANCIAL INPUT/SOURCE:

LHS Football ASB

MEETING DATE:

June 6, 2019

ROLL CALL REQUIRED:

No

BACKGROUND:

The attached contract is for services with TNT Fireworks and Lincoln High School for the 2019-20 school year. The services provide Lincoln High School with a 24 ft. fireworks stand at the Raley's Sterling Point location. The cost of these services is $2,217.38 and will be paid with LHS football ASB.

RECOMMENDATION:

Administration recommends that the Board ratify the contract agreement between TNT Fireworks and Lincoln High School.

CONTRACT AGREEMENT TNT FIREWORKS®

Southern California:	555 N. Gilbert St., Fullerton, CA 92833	1-714/738-1002
Northern California:	8151 Power Ridge Rd., Sacramento, CA 95826	1-916/387-2626
Central California:	2945 S. Elm Ave., Fresno, CA 93706	1-559/252-5391
Las Vegas, Nevada:	720 W. Cheyenne Ave., Ste. 50, No. Las Vegas, NV 89030	1-705/453-7750

Date: 2/26/18 Program: TNT FIREWORKS Fire Waiver: 3.0 % Liability: 3.0 % Discount: 50 %

Account Name: WPUSD LINCOLN HS FOOTBALL Account No: 1664255 Location No: CNM2215

Chair: CHRIS BEAN Location Name: RALEY'S-STERLING POINTE

Address: 790 J STREET * Address: 765 S HWY 65

City, State, Zip: LINCOLN, CA 95648 Intersection: HIGHWAY 65 & 7TH STREET

E-Mail: LINCOLNZEBRASFOOTBALL@GMAIL.COM City, State, Zip: LINCOLN, CA

Telephone: (C) (W) (H)

Co-Chair: Sales Period: JULY 2019

Address: Sales Assoc.: Aaron Crawford Assoc. No.: 531

City, State, Zip: E-Mail:

Telephone: (C) (W) (H)

The Account agrees to participate in the TNT credit card program using ____ device(s) with an estimated rental of $ ____ per device and an estimated processing fee ____ % of all credit card sales. Credit Card Agreement to follow. ____ (initial)

ESTIMATED EXPENSES:

ITEM DESCRIPTION		AMOUNT EACH	BILL TO ACCOUNT
~~ADVERTISING / COUPONS~~	~~1~~	~~0.00~~	~~40.00~~
~~24 Stand Service Fee~~	~~1~~	~~0.00~~	~~550.00~~
FIRE EXTINGUISHER RENTAL	3	0.00	73.50
SFM License	1	50.00	50.00
Location Rent	1	1600.00	1600.00
DELIVERY CHARGE	1	0.00	75.00
SALES TAX	1	28.88	28.88

* ____ (initial) **American Promotional Events, Inc. will attempt to provide Account with the stand location listed above. American Promotional Events, Inc. will also attempt to maintain the same cost for location rental as listed above. However, agreements with property owners may cause the stand location and/or the location rental cost for Account to change. Account understands that the stand location and/or location rental cost is subject to change.**

AMERICAN PROMOTIONAL EVENTS, INC. (HEREAFTER, "AMERICAN"), AGREES TO PROVIDE ACCOUNT WITH THE FOLLOWING SERVICES:

1. Maintain adequate warehouse of highest quality fireworks that existing facilities and conditions permit, maintain supply point to provide orders and reorders, and have available sales aids and signs.
2. Assist if necessary in securing licenses, permits, etc., provide liability insurance as a percentage of invoice. No insurance refunded on return of merchandise.
3. Provide a waiver of the cost of any merchandise in Account's possession lost due to fire. The cost of the fire waiver will be charged as a percentage of invoice. Fire waiver cost is not refundable on returns.
4. Allow Account to return on or before July 9th, all unsold/unmarked merchandise in full unit quantities. Assortments are returnable individually for full credit.

BY SIGNING THIS CONTRACT ACCOUNT AGREES TO THE FOLLOWING:

1. Account will purchase their entire supply of (UNO336) Consumer Fireworks from AMERICAN for the selling season as specified. Account understands that retailing products from other suppliers will void the insurance coverage provided.
2. Account will protect the merchandise from damage (such as water damage) and theft for the time that it is in its possession. This is for Account's protection as it is responsible for merchandise from the time it is delivered until it is returned to AMERICAN and signed for. Account shall report any shortages within 24 hours.
3. Account shall abide by all state and local ordinances, laws and regulations governing the sale of fireworks and the operation of its stand.
4. Account will inventory and pack carefully all goods that are allowed to be returned for credit, and return them to AMERICAN no later than July 9th. **A Late Return Fee of $50.00** will be charged for any merchandise returned after July 9th.
5. * ____ (initial) **Account is responsible for obtaining a Sales Tax Permit where required, collecting and paying the required taxes. Account will also provide** AMERICAN with the tax registration number prior to shipment of merchandise.
6. * ____ (initial) **Account shall be solely responsible for the maintenance and appearance of the selling site throughout the selling period and shall remove all litter and possessions prior to the end of selling season. Failure to comply with this provision could result in** Account being **charged a removal fee of $200.00 and possibly the loss of any bond from the local authority.**
7. Account shall be responsible for performing under any performance bond posted by AMERICAN for Account as required by local authority.
8. * ____ (initial) Account shall pay the full invoice amount covering the initial order to AMERICAN no later than July 5th. **A LATE PAYMENT FEE OF 2% OF THE OUTSTANDING BALANCE WILL BE CHARGED IF ACCOUNT HAS NOT BEEN PAID THE INITIAL INVOICE BY JULY 5th. The balance owing to AMERICA is due within 10 days of date of statement. If a balance due from Account is placed in the hands of an attorney for collection, reasonable attorney fees and court cost will be added to the balance due.**
9. This contract is contingent upon Account having all past due balances in good standing by August 15th of the year preceding the sales period.
10. Account shall pay AMERICAN all city/county filing fees and full location rental fee if Account fails to perform under this contract, in addition to any other expenses AMERICAN may recover.
11. * ____ (initial) This contract is the entire agreement between AMERICAN and Account supersedes any verbal agreements. Any modifications of this contract must be in writing and signed by AMERICAN and Account.

THIS CONTRACT VALID WHEN SIGNED BY A REPRESENTATIVE OF AMERICAN AND APPROVED BY THE HOME OFFICE.

Alan Crawford — AMERICAN Sales Associate — Date

Authorized Agent for Account — 2/26/18 — Date

AMERICAN Home Office Rep. — Date

Audrey Kilpatrick — Authorized Agent for Account - Please Print Name

By signing this contract I acknowledge that I am authorized by the Account to sign this Agreement for the fireworks season listed above.

Original - Office Yellow - Customer Pink - Sales Associate Green - House File

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.
DISTRICT GLOBAL GOALS
1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
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4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
CARS/Consolidated Application (Spring Release)

AGENDA ITEM AREA:
Consent

REQUESTED BY:
Kerry Callahan KC
Deputy Superintendent

ENCLOSURES:
Spring Con App 2019

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
Annual Federal Categorical Revenues

MEETING DATE:
June 4, 2019

ROLL CALL REQUIRED:
No

BACKGROUND:
The Consolidated Application (Con App) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in June, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Enclosed is WPUSD's spring release of the Con App.

RECOMMENDATION:
Administration recommends that the board approve the spring release of the Con App.

2019-20 Certification of Assurances

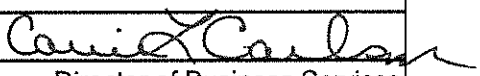
Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca19assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Carrie Carlson
Authorized Representative's Signature	
Authorized Representative's Title	Director of Business Services
Authorized Representative's Signature Date	05/29/2019

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2019-20 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov , 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Kerry Callahan
Authorized Representative's Title	Deputy Superintendent, Educational Services
Authorized Representative's Signature Date	05/21/2019
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the Comment field. (Maximum 500 characters)	

Warning

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2019-20 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

To receive funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to apply for funds, the LEA must certify that the 2017/18–2019/20 LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification the LEA is agreeing to submit the LCAP Federal Addendum that has been approved by the local governing board or governing body of the LEA to the California Department of Education (CDE), and acknowledging that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

County Offices of Education and School Districts Enter the original approval date of the county office of education or school district 2017/18–2019/20 LCAP Note: For districts, the date should be the day your county office of education (COE) approved your 2017/18–2019/20 LCAP. For COEs, it should be the date the CDE approved your 2017/18–2019/20 LCAP.	07/07/2017
Charter Schools Enter the adoption date of the charter school LCAP	
Authorized Representative's Full Name	Kerry Callahan
Authorized Representative's Title	Deputy Superintendent, Educational Services

Warning
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2019-20 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/21/2019

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	Minerva Bermudez
DELAC review date	05/02/2019
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	http://www.wpusd.org/Parent-Resources/Parent-Advisory-Committees/Agendas--Minutes/index.html
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant	Yes

Warning
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2019-20 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

ESEA Sec. 3102 SACS 4201	
Title IV, Part A (Student Support) ESSA Sec. 1112(b) SACS 4127	Yes

Warning
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2019-20 Title III English Learner Student Program Subgrant Budget

The purpose of this form is to provide a proposed budget for 2019-20 English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831
Kevin Webb, Language Policy and Leadership Office, kwebb@cde.ca.gov, 916-323-5838

Estimated Entitlement Calculation

Estimated English learner per student allocation	$107.75
Estimated English learner student count	586
Estimated English learner entitlement amount	$63,142

Note: $10,000 minimum program eligibility criteria

If the LEA's estimated entitlement amount is less than $10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the CDE Title III EL Consortium Details web page at https://www.cde.ca.gov/sp/el/t3/elconsortium.asp.

Budget

Professional development activities	$61,904
Program and other authorized activities	$0
English Proficiency and Academic Achievement	$0
Parent, family, and community engagement	$0
Direct administrative costs (Amount cannot exceed 2% of the estimated entitlement)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$1,238
Total budget	$63,142

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2019-20 Title III Immigrant Student Program Subgrant Budget

The purpose of this form is to provide a proposed budget for 2019-20 Immigrant Student Program Subgrant funds only per the Title III Immigrant Student Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831
Kevin Webb, Language Policy and Leadership Office, kwebb@cde.ca.gov, 916-323-5838

Estimated Entitlement Calculation

Estimated immigrant per student allocation	$97.90
Estimated immigrant student count	60
Estimated immigrant entitlement amount	$5,874

Note: Eligibility criteria

An LEA which has 21 or more eligible immigrant students and has experienced a significant increase of two percent or more in eligible immigrant students enrollment in the current year compared with the average of the two preceding fiscal years, is eligible to apply.

Budget

Authorized activities	$5,565
Direct administrative costs (Amount should not exceed 2% of the estimated entitlement)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$309
Total budget	$5,874

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2019-20 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

John Miles, Financial Accountability and Info Srv Office, jmiles@cde.ca.gov, 916-445-7289

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at https://www.cde.ca.gov/fg/ac/sa/.

2019-20 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	None known

Warning

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2019-20 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

CDE Program Contact:

Sylvia Hanna, Title I Policy and Program Guidance Office, shanna@cde.ca.gov, 916-319-0948
Rina DeRose, Title I Policy and Program Guidance Office, RDerose@cde.ca.gov, 916-323-0472

In accordance with the Every Student Succeeds Act (ESSA) sections 1117 and 8501, a local educational agency shall consult annually with appropriate private school officials and both shall have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, teachers, and families. This applies to programs under Title I, Part A; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B; and section 4631, with regard to the Project School Emergency Response to Violence Program (Project SERV).

The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information in the Private School Affidavit is not verified, and the California Department of Education takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify the accuracy of student enrollment data and the tax exempt status if it is being used for the purpose of providing equitable services.

Private School's Believed Results of Consultation Allowable Codes

01: meaningful consultation occurred
02: timely and meaningful consultation did not occur
03: the program design is not equitable with respect to eligible private school children

04: timely and meaningful consultation did not occur and the program design is not equitable with respect to eligible private school children

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2019-20 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

School Name	School Code	Enrollment	Consultation Occurred	Was Consultation Agreement Met	Signed Written Affirmation on File	Consultation Code	School Added
Heritage Community Christian Schools Inc.	7089469	48	N				N

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2018-19 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2018 through June 30, 2019.

CDE Program Contact:

Maxine Wheeler, Standards Implementation Support Office, mwheeler@cde.ca.gov , 916-323-4746

2018-19 Title II, Part A entitlement	$153,615
Transferred-in amount	$0
Transferred-out amount	$0
2018-19 Total allocation	$153,615

Professional Development Expenditures

Professional development for teachers	$10,208
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	$43,164
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	$3,048
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	$56,420
2018-19 Unspent funds	$97,195

Warning

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2018-19 Title III English Learner YTD Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2018 through June 30, 2019.

CDE Program Contact:
Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831
Kevin Webb, Language Policy and Leadership Office, kwebb@cde.ca.gov, 916-323-5838

Required and Authorized English Learners Sub-grantee Activities

Required
Section 3115 (c)(1) To increase the English proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized
(1) Upgrading program objectives and effective instruction strategies.
(2) Improving the instruction program for English learners by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
(3) Providing tutorials and academic or vocational education for English learners and intensified instruction.
(4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
(5) Improving the English language proficiency and academic achievement of English learners.
(6) Providing community participation programs, family literacy services and parent outreach and training activities to English learners and their families.
(7) Improving the instruction of English learners, which may include English learners with disabilities. Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.

2018-19 Title III English learner entitlement	$63,772
Transferred-in amount	$0
2018-19 Total allocation	$63,772
Object Code - Activity	
1000-1999 Certificated personnel salaries	$22,832
2000-2999 Classified personnel salaries	$810
3000-3999 Employee benefits	$7,316
4000-4999 Books and supplies	$143
5000-5999 Services and other operating expenditures	$1,809
Direct administrative costs (Amount cannot exceed 2% of the entitlement)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$658
Total year-to-date expenditures	$33,568

Warning
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2018-19 Title III English Learner YTD Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2018 through June 30, 2019.

CDE Program Contact:
Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831
Kevin Webb, Language Policy and Leadership Office, kwebb@cde.ca.gov, 916-323-5838

2018-19 Unspent funds	$30,204

Warning
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2018-19 Title III Immigrant YTD Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2018 through June 30, 2019.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831
Kevin Webb, Language Policy and Leadership Office, kwebb@cde.ca.gov, 916-323-5838

Approved Immigrant Sub-grantee Activities

(e) ACTIVITIES BY AGENCIES EXPERIENCING SUBSTANTIAL INCREASES IN IMMIGRANT CHILDREN AND YOUTH-
(1) IN GENERAL-An eligible entity receiving funds under section 3114(d)(1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth, which may include-
(A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;
(B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
(C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth
(D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;
(E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;
(F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

2018-19 Title III immigrant entitlement	$7,278
Transferred-in amount	$0
2018-19 Total allocation	$7,278
Object Code - Activity	
1000-1999 Certificated personnel salaries	$100
2000-2999 Classified personnel salaries	$0
3000-3999 Employee benefits	$15
4000-4999 Books and supplies	$0
5000-5999 Services and other operating expenditures	$0
Direct administrative costs (Amount should not exceed 2% of the entitlement)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$7
Total year-to-date expenditures	$122
2018-19 Unspent funds	$7,156

Warning
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2018-19 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 U.S.C. 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the ESEA. This collection includes monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Regional Support and Awards Office, lwheeler@cde.ca.gov, 916-319-0383

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:

a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;

b) Includes a dispute resolution process;

c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Chuck
Homeless liaison last name	Whitecotton
Homeless liaison title	Homeless/Foster Youth Coordinator
Homeless liaison email address (Format: abc@xyz.zyx)	cwhitecotton@wpusd.org
Homeless liaison telephone number (Format: 999-999-9999)	916-645-6330
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.25

Homeless Liaison Training Information

Warning

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2018-19 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 U.S.C. 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the ESEA. This collection includes monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Regional Support and Awards Office, lwheeler@cde.ca.gov, 916-319-0383

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	03/21/2017
Does the LEA meet the above federal requirements	Yes
Compliance comment Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Title I, Part A Homeless Expenditures

2018-19 Title I, Part A allocation	$686,818
2018-19 Title I, Part A direct or indirect services to homeless children reservation	$5,000
Amount of 2018-19 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	$5,000
Homeless services provided (Maximum 500 characters)	Transportation
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

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2017-18 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2017 through June 30, 2019.

CDE Program Contact:

Maxine Wheeler, Standards Implementation Support Office, mwheeler@cde.ca.gov , 916-323-4746

2017-18 Title II, Part A entitlement	$154,564

Professional Development Expenditures

Professional development for teachers	$95,431
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	$50,451
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	$8,682
Total funds transferred out of Title II, Part A	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	$154,564
2017-18 Unspent funds	$0

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2017-18 Title III English Learner YTD Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2017 through June 30, 2019.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831
Kevin Webb, Language Policy and Leadership Office, kwebb@cde.ca.gov, 916-323-5838

Required and Authorized English Learners Sub-grantee Activities

Required
Section 3115 (c)(1) To increase the English proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized
(1) Upgrading program objectives and effective instruction strategies.
(2) Improving the instruction program for English learners by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
(3) Providing tutorials and academic or vocational education for English learners and intensified instruction.
(4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
(5) Improving the English language proficiency and academic achievement of English learners.
(6) Providing community participation programs, family literacy services and parent outreach and training activities to English learners and their families.
(7) Improving the instruction of English learners, which may include English learners with disabilities. Offering early college high school or dual or concurrent enrollment programs or courses designed to help English learners achieve success in postsecondary education.

2017-18 Title III English learner entitlement	$68,305
Transferred-in amount	$0
2017-18 Total allocation	$68,305
Object Code - Activity	
1000-1999 Certificated personnel salaries	$46,081
2000-2999 Classified personnel salaries	$214
3000-3999 Employee benefits	$11,242
4000-4999 Books and supplies	$605
5000-5999 Services and other operating expenditures	$8,824
Direct administrative costs (Amount cannot exceed 2% of the entitlement)	$0
Indirect costs	$1,339
Total year-to-date expenditures	$68,305
2017-18 Unspent funds	$0

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2017-18 Title III Immigrant YTD Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2017 through June 30, 2019.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831
Kevin Webb, Language Policy and Leadership Office, kwebb@cde.ca.gov, 916-323-5838

Approved Immigrant Sub-grantee Activities

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(A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;
(B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;
(C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth
(D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;

(E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;
(F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

2017-18 Title III immigrant entitlement	$5,787
Transferred-in amount	$0
2017-18 Total allocation	$5,787
Object Code - Activity	
1000-1999 Certificated personnel salaries	$3,640
2000-2999 Classified personnel salaries	$0
3000-3999 Employee benefits	$1,835
4000-4999 Books and supplies	$0
5000-5999 Services and other operating expenditures	$0
Direct administrative costs (Amount should not exceed 2% of the entitlement)	$0
Indirect costs	$312
Total year-to-date expenditures	$5,787
2017-18 Unspent funds	$0

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PUBLIC

HEARING

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEES MEETING FACT SHEET

MISSION STATEMENT: Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

DISTRICT GLOBAL GOALS

1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

SUBJECT:
Public Hearing on 2019-2020 Western Placer Unified School District LCAP

AGENDA ITEM AREA:
Public Hearing

REQUESTED BY:
Kerry Callahan
Deputy Superintendent

ENCLOSURES:
Yes

DEPARTMENT:
Educational Services

FINANCIAL INPUT/SOURCE:
LCFF

MEETING DATE:
June 4, 2019

ROLL CALL REQUIRED:
No

BACKGROUND:
Pursuant to Education Code (EC) 52062(b)(1), Western Placer Unified School District will hold a public hearing to solicit the recommendations and comments of members of the public regarding the specifications and expenditures proposed to be included in the Local Control and Accountability Plan (LCAP).

The hearing will also solicit recommendations and comments from the public regarding spending priorities for base and supplemental funds. Written comments may be submitted to the district office or by emailing the district superintendent at sleaman@wpusd.org. Every written comment will receive a response from the superintendent.

RECOMMENDATION:
Administration recommends the Board hold a public hearing regarding the proposed 2019-2020 LCAP.

WESTERN PLACER
UNIFIED SCHOOL DISTRICT

NOTICE OF PUBLIC HEARING

2019-2020 LCAP

District Office, 3rd Floor Conference Room
600 Sixth Street, Lincoln CA
June 4, 2019
7:00 P.M.

Pursuant to Education Code (EC) 52062(b)(1), Western Placer Unified School District will hold a public hearing to solicit the recommendations and comments of members of the public regarding the specifications and expenditures proposed to be included in the Local Control and Accountability Plan (LCAP).

The hearing will also solicit recommendations and comments from the public regarding spending priorities for base and supplemental funds. Written comments may be submitted to the district office or by emailing the district superintendent at sleaman@wpusd.org. Every written comment will receive a response from the superintendent.

Posted: May 28, 2019

2019-20 Local Control and Accountability Plan (LCAP) Budget Overview for Parents Input Form

Required Prompts(s)	Response(s)
Local Educational Agency (LEA) Name: Enter the LEA name	Western Placer Unified School District
CDS Code: Enter the County District School (CDS) code for the LEA (14 digits)	31-66951-0000000
LEA Contact Information: Enter the name, phone number, and email of the LEA's contact	Scott Leaman, Superintendent
Coming LCAP Year: Enter the upcoming fiscal year for which the LCAP will be adopted using this format: 20XX-XX	2019-20
Current LCAP Year: Enter the current fiscal year for which the previous LCAP was adopted using this format: 20XX-XX	2018-19

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2019-20 LCAP Year	Amount
Total LCFF Funds Enter the total amount of LCFF funds the LEA estimates it will receive in the LCAP Year.	$64,424,125
LCFF Supplemental & Concentration Grants Enter the total amount of LCFF supplemental & concentration grants the LEA estimates it will receive	$3,966,354
All Other State Funds Enter the total amount of other state funds (excluding LCFF funds) the LEA estimates it will receive	$5,715,545
All Local Funds Enter the total amount of local funds and entitlements the LEA estimates it will receive	$4,101,267
All Federal Funds Enter the total amount of federal funds (including all Every Student Succeeds Act Title funds)	$2,326,564
Total Projected Revenue There is no entry required as the total is calculated for you	$76,567,501

Total Budgeted Expenditures for the 2019-20 LCAP Year	Amount
Total Budgeted General Fund Expenditures Enter the total budgeted General Fund expenditures for the Coming LCAP year	$76,668,484
Total Budgeted Expenditures in LCAP Enter the total amount of budgeted expenditures included in the LCAP for the Coming LCAP Year	$44,761,997
Total Budgeted Expenditures for High Needs Students in LCAP Enter the total amount of budgeted expenditures for planned actions and services included in the LCAP for the Coming LCAP Year that contribute to increasing or improving services for unduplicated students	$3,966,354
Expenditures Not in the LCAP	$31,906,487

Expenditures for High Needs Students in the 2018-19 LCAP Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP Enter the total of the budgeted expenditures, from all fund sources, that are identified as contributing to the increased or improved services for unduplicated students included in the current LCAP year	$3,731,847
Estimated Actual Expenditures for High Needs Students in LCAP Enter the total of the estimated actual expenditures (from all fund sources) associated with the actions/services that are identified as contributing to increasing or improving services for unduplicated students as reflected in the Annual Update in the current LCAP year	$3,617,266

Funds for High Needs Students	Amount
2019-20 Difference in Projected Funds and Budgeted Expenditures	$0
2018-19 Difference in Budgeted and Actual Expenditures	$-114,581

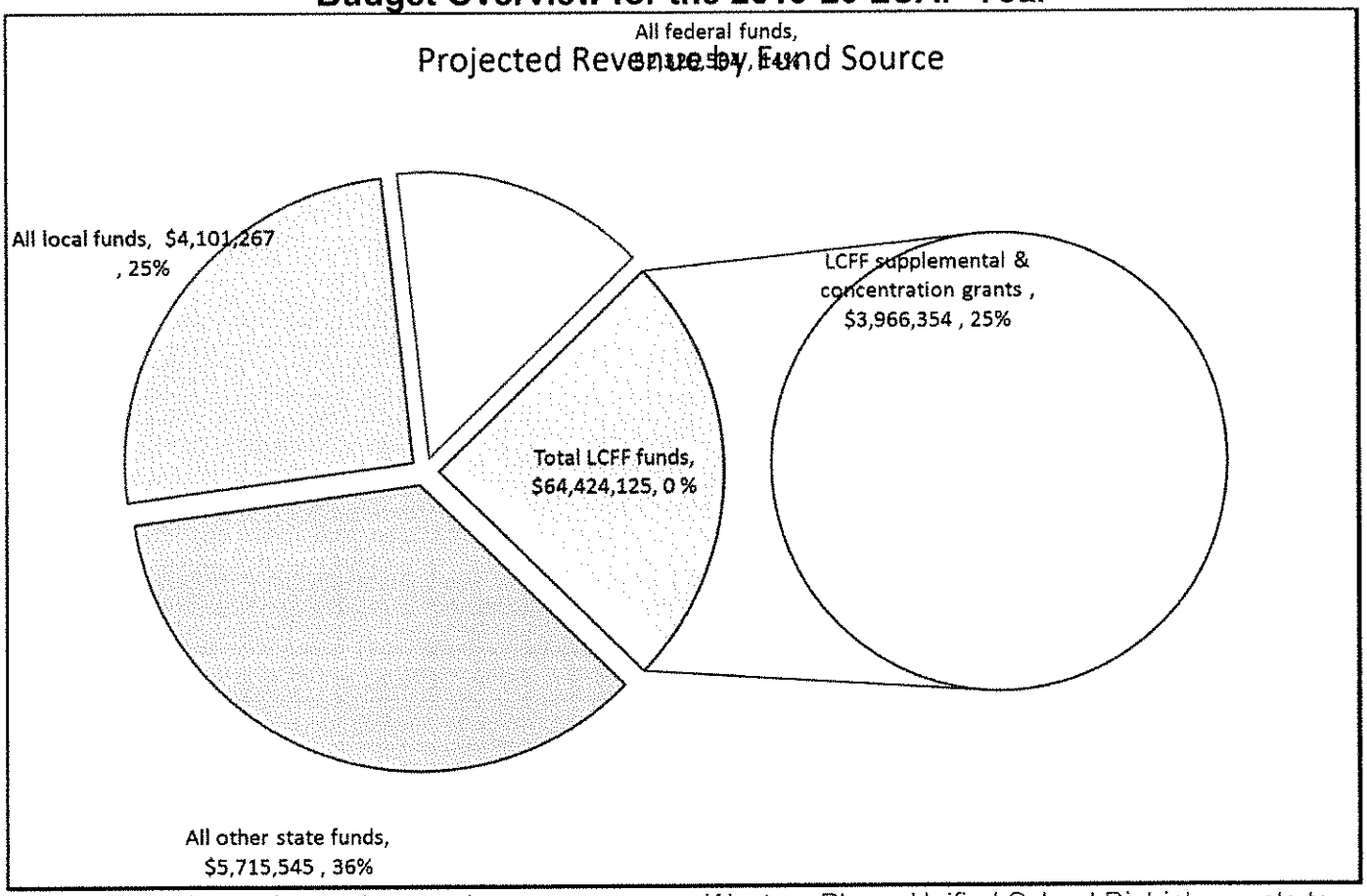
Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.	Our comprehensive educational program is dedicated to meeting the needs of all students and is encompassed in our LCAP goals and actions. The General Fund (GF) also includes costs for district and school site administrators, clerical support, home to school transportation (non-supplemental portion), technology support and utilities for the general operations and facility maintenance of the district and school sites ($30,608,598 / 40%). Students have access to extracurricular activities such as after-school sports and clubs and after school programs ($1,297,889 / 1.7%). These expenses are not included in the LCAP. Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for 2019-20 LCAP Year of $132,421,381 also includes $87,659,384 of Bond Funds for Measure A and N projects budgeted to be spent in 2019-20.
The total estimated actual expenditures for actions and services to increase or improve services for high needs students in 2018-19 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2018-19.	The 2018-19 estimated actual expenditures are less than budgeted due to: (1) planned carryover of funds to support expanded support to school sites for LCAP goals in 2019-20 and (2) expenditures coming in less than what was originally budgeted. The difference did not impact our ability to carry out actions and services to increase or improve services for high need students.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Western Placer Unified School District
CDS Code: 31-66951-0000000
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA contact information: Scott Leaman, Superintendent

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

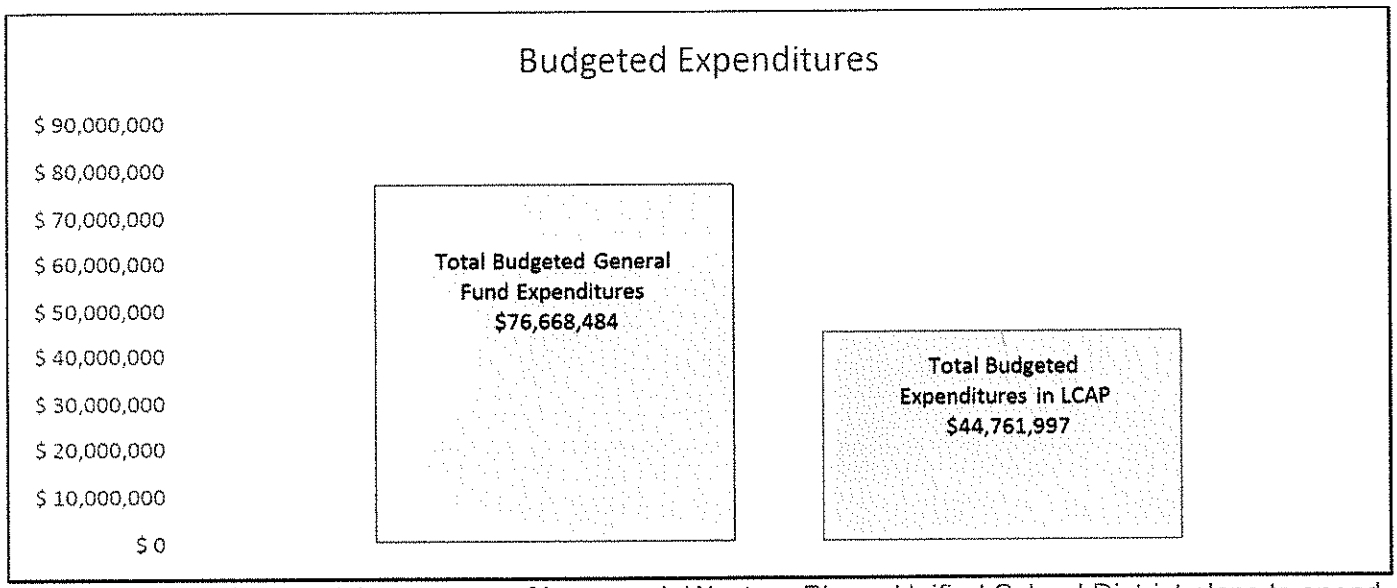


This chart shows the total general purpose revenue Western Placer Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Western Placer Unified School District is $76,567,501, of which $64,424,125 is Local Control Funding Formula (LCFF), $5,715,545 is other state funds, $4,101,267 is local funds, and $2,326,564 is federal funds. Of the $64,424,125 in LCFF Funds, $3,966,354 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Western Placer Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Western Placer Unified School District plans to spend $76,668,484 for the 2019-20 school year. Of that amount, $44,761,997 is tied to actions/services in the LCAP and $31,906,487 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Our comprehensive educational program is dedicated to meeting the needs of all students and is encompassed in our LCAP goals and actions. The General Fund (GF) also includes costs for district and school site administrators, clerical support, home to school transportation (non-supplemental portion), technology support and utilities for the general operations and facility maintenance of the district and school sites ($30,608,598 / 40%). Students have access to extracurricular activities such as after-school sports and clubs and after school programs ($1,297,889 / 1.7%). These expenses are not included in the LCAP.

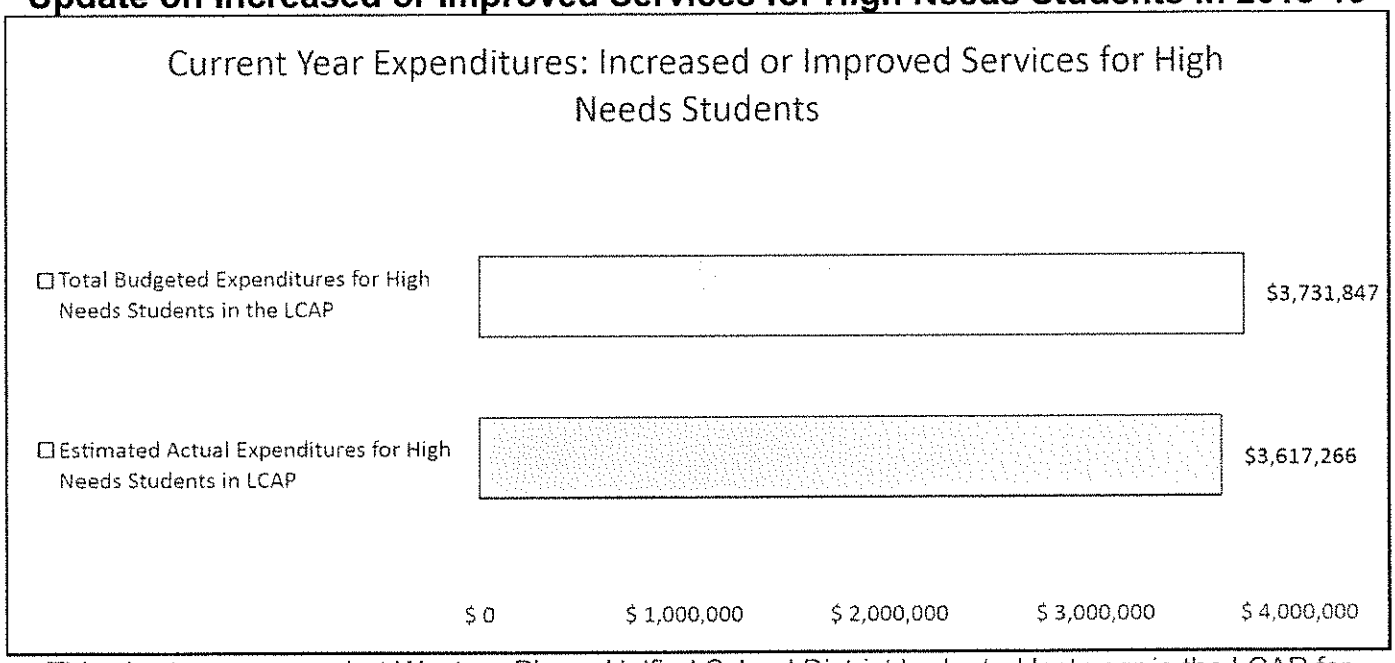
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for 2019-20 LCAP Year of $132,421,381 also includes $87,659,384 of Bond Funds for Measure A and N projects budgeted to be spent in 2019-20.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Western Placer Unified School District is projecting it will receive $3,966,354 based on the enrollment of foster youth, English learner, and low-income students. Western Placer Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Western Placer Unified School District plans to spend $3,966,354 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Western Placer Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Western Placer Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Western Placer Unified School District's LCAP budgeted $3,731,847 for planned actions to increase or improve services for high needs students. Western Placer Unified School District estimates that it will actually spend $3,617,266 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-114,581 had the following impact on Western Placer Unified School District's ability to increase or improve services for high needs students: The 2018-19 estimated actual expenditures are less than budgeted due to: (1) planned carryover of funds to support expanded support to school sites for LCAP goals in 2019-20 and (2) expenditures coming in less than what was originally budgeted. The difference did not impact our ability to carry out actions and services to increase or improve services for high need students.

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Western Placer Unified School District	Scott Leaman Superintendent	sleaman@wpusd.org 916-645-6350

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Western Placer Unified School District (WPUSD) was formed on July 1, 1966, when it united twelve (12) smaller school districts. The District serves students in a 168 square mile area in Placer County. The City of Lincoln is home to the majority of students attending WPUSD and all but one of the schools are located in the City of Lincoln. Students who live in the City of Sheridan and parts of the City of Roseville are also served in WPUSD and one elementary school is located in the City of Sheridan serving as the hub for that small community. The District has a diverse ethnic and culturally enriched population. WPUSD is governed by a five (5) member Board of Trustees.

WPUSD includes, three (4) school sites with Transitional Kindergarten (TK), seven (7) K-5 elementary schools, two (2) middle schools for grades 6-8, a comprehensive senior high school for grades 9-12, and a continuation high school. They also provide Alternative Education through Independent Study for grades K-12. The student population for grades TK-12 is 7,088. Of our total student population, 58% are White, 29% are Hispanic or Latino, 3% are Asian, 3% are Filipino, 2% are African American, and 5% are Other. Additionally, 8% of our population are English Learners, 4% are identified as GATE, 12% receive Special Education services, and 33% are socio-economically disadvantaged. WPUSD also sponsors three (2) independent charter school districts; Horizon Charter and John Adams Academy who collectively serve roughly 3,000 students from Placer and other surrounding counties.

The City of Lincoln was founded in 1859 and has a rich heritage of community spirit and neighborly charm. The Lincoln community is best known for Gladding McBean & Co. who established their pottery in Lincoln in 1875 and are still going strong today as the leader in Terra Cotta, Clay Pipe and Tile products. Lincoln also has a fully functioning airport and railroad. With a population of more than 47,000 people, Lincoln's community is very supportive and involved in its schools.

Goal three of WPUSD's LCAP is to ensure that, upon graduation, all students are college and career ready. This end goal for students is supported by the other five goals of WPUSD's LCAP and all show the District's belief about students' potential and how they should nurture such potential. For students to be college and career ready upon graduation, they must be are able to think creatively and critically, and work collaboratively, to solve problems. To this end, students need opportunities to engage in meaningful and relevant work that will stretch their thinking, foster their collaboration skills, and equip them with the technical skills needed to creatively tackle problems. Additionally, their learning environments need to be safe, inviting, flexible, and equipped with with an abundance of resources. WPUSD is committed serving its students by providing the aforementioned supports and opportunities and their LCAP outlines how they have and will continue to do that.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

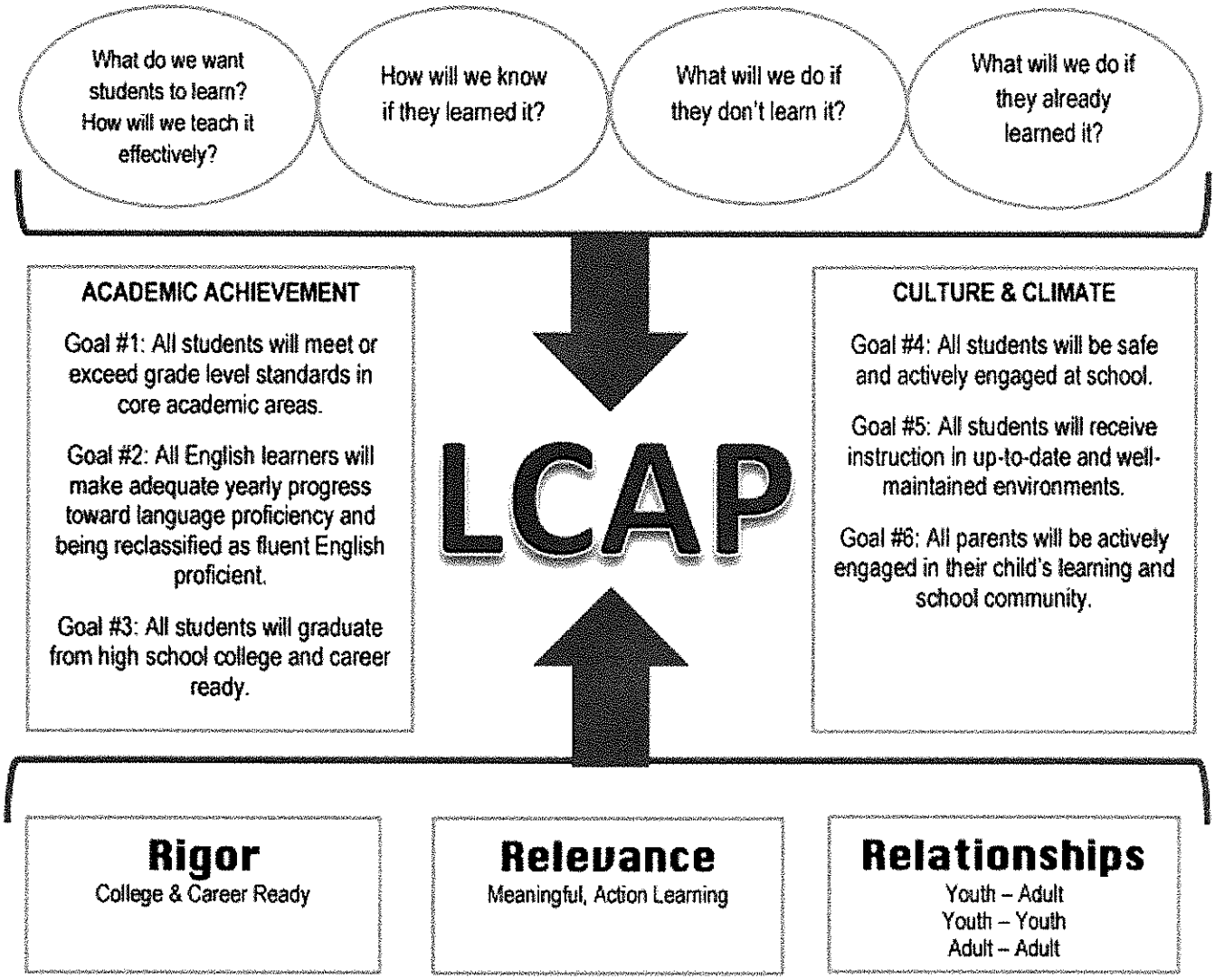
Western Placer has focused on two major areas in the last two years: Professional Learning Communities (PLCs) and Youth Development. The attached document provides a simple visual for our district that helps staff and the community see how these two initiatives support us in meeting our LCAP goals. Their are many actions we are implementing, but they align with one of these two areas.

Within our work on Professional Learning Communities, our focus has been on answering the essential questions of the PLC process: "What do we want students to learn? How will we teach it effectively? How will we know if they have learned it? What will we do if they don't learn it? What will we do if they already learned it?" Therefore, we are working to identify essential learning targets for students within our core curricular areas through the work of our "Action Teams" . We are also providing professional development for teachers and administrators focused on increasing the use/effectiveness of research-based instructional strategies in all classrooms - GLAD, AVID and brain-based direct instruction have been the major instructional strategies utilized district-wide. Additionally, we have established and implemented common district benchmark assessments in English language arts and mathematics to support teachers in evaluating their students' progress in meeting the learning targets and their own instructional effectiveness. Additionally, we have begun the process of implementing the MTSS Framework to ensure that after effective first instruction (Tier I) we have a plan for systemically providing Tier II and Tier III interventions for students. We have purchased and are implementing I-Ready Diagnostics, an online supplemental instruction for English language arts and mathematics (K-8), to support individualized support for student learning and ongoing monitoring of student progress. The work of Professional Learning Communities is cyclical; you are constantly revisiting and refining your work around the essential questions. Therefore, in the 2019-2020 school year, we will continue to focus on defining/refining our learning targets for students, supporting teachers' instructional effectiveness, implementing common assessments to track student performance, and continue to develop our comprehensive MTSS plan for supporting all students. Teachers and administrators will continue to receive training and support in using data to drive decision-making. A focus will also be placed on utilizing classroom walkthroughs, district benchmark assessments, and other diagnostic assessments as multiple data points to stimulate meaningful, data-rich PLC conversations. Additionally, staff will continue to be provided appropriate training and coaching to support their effectiveness in meeting the needs of all students. The aforementioned focus and aligned activities are intended to support our overarching goal of ensuring all students are college and career ready upon completion of high school.

In the area of Youth Development, roughly 30% of WPUSD staff have participated in a four-day Youth Development Institute and 15 staff have been further trained as trainers of youth development. The youth development framework identifies five supports and opportunities that youth need to become healthy, productive adults. They are safety, relationships, youth participation, community involvement, and skill building. Schools have worked diligently to improve safety and relationships with and for students. PBIS has been implemented at more than half of our school sites and staff continue to receive training and support from our Mental Health Specialist, whom we hired as part of LCAP to support PBIS and students' mental health. Schools are implementing mentoring programs to support student connections with and at school and additional support staff have been hired to ensure no student is without at least one positive adult connection. Intentional efforts have been made to provide enhanced opportunities for students to engage in meaningful learning and develop their leadership skills. Extra- and co-curricular activities are on the rise in WPUSD as well as community partnerships for service learning and mentoring. Bilingual parent liaisons work to improve school/family relations and actively engage parents in their child's learning and school community. Lastly, additional counselors promote college and career readiness and teachers work hard to ensure that students learn the essential skills they need to be deemed college and career ready. WPUSD will continue to support the implementation of the youth development supports and opportunities through the 2019-2020 LCAP. Youth Development Institutes will be offered, support for PBIS will continue, and additional staff hired to support our youth development efforts will continue to be funded.

PLCs

An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.



Youth who develop healthy relationships, participate in meaningful learning opportunities, and are held to high expectations become successful adults who maintain economic self-sufficiency, have healthy relationships, and contribute to their community.

YOUTH DEVELOPMENT

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Western Placer Unified was selected by the California Department of Education as an Exemplary Districts Awardee for 2019, 1 of only 18 districts honored in the state of California. Twelve Bridges Middle School was honored as a California Distinguished School for 2019 as well. These are significant achievements that highlight our recent growths and successes.

Compared to last year, Western Placer saw a 5% increase in the number of students who met or exceeded standards in Math, and we saw a 1% increase in English Language Arts. We continue to close the gap to other districts in Placer County. Our overall graduation rate rose 3.3%, and our graduation rate for students with disabilities rose 17.7%! This is a huge accomplishment, considering our graduation rate for students with disabilities was one of our greatest needs last year. Our suspension rates continue to be low, illustrating a district culture that encourages a sense of belonging and community while prioritizing the physical, emotional, and cultural safety of our students. Our chronic absenteeism rates are also low, indicating that students generally like being at school.

Our Advanced Placement data shows an increase in students attempting college-level coursework. Seven schools have the AVID program on their sites, with an eighth (First Street School) adding AVID in the fall of 2019.

We continue to provide professional development aligned with the tenets of Professional Learning Communities, Common Core and NGSS, and Effective First Instruction; these professional development opportunities have strengthened administrator and teacher leadership and effectiveness. Principals continue to participate in extensive training on facilitating meetings, managing groups, and guiding data-driven decision-making, in addition to receiving job-embedded coaching.

Although much progress is still needed to ensure high levels of achievement for all students in Western Placer, we are proud of the improvements made thus far. We attribute these improvements to many of the actions/services outlined in our LCAP. Expanding our implementation of AVID and Special Education inclusion models have enhanced our focus on ensuring all students are college ready upon graduation. Our focus on improving CTE has resulted in more clearly outlined career pathways and opportunities for articulation with Sierra College to offer college credit to high school students. Providing training in youth development has resulted in schools implementing site-based programs (i.e., Bucket Fillers, K-Kids, Recess Rangers, Ghost Mentors) to boost student safety, engagement, and achievement.

The hiring of key staff to drive reform efforts across the district has been critical; from our Teachers on Special Assignment (TOSAs) providing targeted support for teachers to improve instructional effectiveness to our Parent Liaisons engaging our non-English speaking families in playing a more active role in their children's education. Without these staff, our abilities to implement and support programs/practices such as PBIS, Youth Development, AVID, and CTE would fall short.

We are committed to continuing programs/practices such as AVID and Youth Development. We are also committed to ensuring we have the capacity (staff) to maintain and build upon the

programs/practices. Lastly, we are also committed to ongoing professional development for staff to ensure their effectiveness in implementing programs/practices that we believe will continue us on the positive trajectory to all students being college and career ready.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Western Placer had one state indicator with an overall performance status of "orange": the college and career indicator. Unfortunately, our a-g completion rate has been on a slow decline for the last four years. Last spring, our eleventh grade English Language Arts SBAC scores also declined. These points of data counteracted our increase in Seals of Biliteracy, Golden State Merit Seals, and CTE Completion.

We feel strongly that students should graduate as a-g completers; therefore, we will continue to increase our efforts in this area. We implemented transcript audits and worked closely with the high school counseling staff to identify 11th and 12th grade students on the cusp of completing their a-g requirements; counselors met with those students to encourage a-g completion. Lincoln High School has also begun tying student incentives (i.e. - off-campus lunch) to a-g completion and has implemented parent conferences as part of their a-g "opt out" process. We are confident that future data will reflect these systems changes.

While not highlighted in orange or red on the state dashboard, our academic performance in math continues to be a significant concern. Even with our math gains last spring, our academic performance in math continues to lag behind similar districts, and it continues to remain far below our English Language Arts performance. Our academic performance in math continues to grow increasingly disparate across higher grades.

We remain committed to improving our math instruction. In 2019-20, a district consultant, in collaboration with our Teachers on Special Assignment (TOSAs) will be working extensively with site administrators and teachers to focus on enhancing our alignment with the California mathematical frameworks. The consultant and TOSAs will provide extensive training and coaching that increases awareness and understanding of the California mathematical frameworks in an effort to improve math instruction.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

* The suspension rate indicator has three student groups that fell two performance levels below the "all student" performance level of "green": African-American (orange), Native Hawaiian/Pacific Islander (orange), and Homeless (red). This is actually a decrease from seven student groups in this area last year.

Many steps have been taken in the last three years to address school culture and climate as it relates to student behavior. In the summer of 2015 the district began a partnership with the Youth Development Network to provide youth development training and ongoing coaching to staff that aligns with the youth development framework. The research-based framework outlines the essential supports and opportunities (safety, relationships, meaningful participation, community involvement, and skill building) that youth need to become healthy adults. The training and ongoing coaching support equips staff with effective approaches to utilize when working with our students. When environments for youth are rich with the critical supports and opportunities, they are less likely to engage in at-risk behaviors that could lead to suspensions. To-date, all site principals have been trained in youth development and approximately 30% percent of all staff (including classified staff) have been trained. Additionally, fifteen (15) staff members from throughout the district have been trained as youth development trainers, shifting the responsibility from outside consultants to district staff. We are committed to ongoing training for staff and feel that, by aligning our practices with the youth development framework, we will yield improvements in our overall culture and climate which will reflect in our suspension rates.

In addition to youth development, eight of our schools are implementing PBIS. To support PBIS implementation, we have a full time Mental Health Specialist that we recently hired to provide PBIS coaching to schools as well as support for students exhibiting patterns of unhealthy behavior. We also have a partnership with Wellness Together to provide additional site-based mental health services. We will continue to implement and refine all of the aforementioned actions and to fund the additional support staff needed to engage in this work.

* The graduation rate indicator has one student group that fell two performance levels below the "all student" performance level of "green": Hispanic (orange). The new student monitoring system put into place at Lincoln High School (mentioned in the prior section) should also help identify students in danger of not graduating. The counseling team will then put a plan in place to help students who are struggling to graduate.

* The academic indicator for English Language Arts has one student group that fell two performance levels below the "all student" performance level of "green": Homeless (orange). Our overall data indicates that our homeless student population needs considerably more support in a variety of areas. We are working with our district's homeless/foster youth coordinator to determine how to best leverage our resources (and our community's resources) for this high-needs population.

* The academic indicator for math has two student groups that fell two performance levels below the "all student" performance level of "green": Homeless (orange) and English Learner (orange). In addition to the supports for homeless students mentioned in the paragraph above, we have begun offering professional development for teachers that specifically addresses what ELD looks like during math instruction. Our first round of training occurred in spring, 2019. Additional sessions will be offered in the summer and fall of 2019. We hope this concentrated training provides some additional scaffolds/strategies that math teachers can use to help English Learners better access the content.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Phoenix High School

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

WPUSD submitted the application for funding on behalf of Phoenix High School. Additionally, Educational Services staff met with site administration to review the process for creating and implementing the CSI plan.

To date, Phoenix High School's staff and School Site Council have conducted a needs assessment to determine potential underlying causes for their low graduation rate. The data indicated a disproportionate number of twelfth graders needing to return for a fifth year in order to graduate. The data also showed some students narrowly missing a-g certification. These two data points highlighted a need for more academic counseling at Phoenix. Presently, Phoenix has an academic counselor on site 1 day a week. Phoenix High School, in conjunction with the district office, is in the process of developing a CSI plan that addresses its need for increased academic counseling.

The identification of Phoenix High School as a CSI school has led to a review of district protocols for allocating resources to school sites. Past practice has allocated support staff to school sites based solely on enrollment numbers. The district is now working to change its protocol to ensure student needs are included, along with enrollment numbers, when allocating support staff.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

WPUSD will regularly monitor and track data related to Phoenix High's twelfth graders, particularly their graduation progress and credit completion. District office staff will meet regularly with site administration to analyze the results.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

All students will meet or exceed grade level standards in core academic areas.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. District SBAC Data for English Language and Mathematics **18-19** 1. The district's change in "Average Distance from Level 3" will increase by at least 5 points from the prior year, for all students and significant subgroups, in English Language Arts and Mathematics.	1. Our "Average Distance from Level 3" for all students in ELA is 17.6 points above Level 3 and in Math is 10.3 points below Level 3; this is an improvement of 6 points in ELA and 7.2 points in Math from the prior year. We met our goal of increasing by at least 5 points in both subject areas. The changes (from the prior school year) to our "Average Distance from Level 3" for our significant subgroups in ELA and Math are as follows: Spec Ed -- improved 8.2 pts in ELA and improved 9.3 pts below in Math Socio-Economically Disadvantaged -- improved 5.1 pts in ELA and improved 5.9 pts in Math English Learners -- improved 3.7 pts in ELA and improved 2.2 pts in Math Hispanic or Latino -- improved 4 pts in ELA and improved 4.9 pts in Math White -- improved 8.1 pts in ELA and improved 7.9 pts in Math

Expected	Actual
Baseline Our current "Average Distance from Level 3" for all students in ELA is 7.2 points above Level 3 and in Math is 14.5 points below Level 3. Our current "Average Distance from Level 3" for our significant subgroups in ELA and Math are as follows: Spec Ed -- 65.6 pts below in ELA and 83 pts below in Math Socio-Economically Disadvantaged -- 25.8 pts below in ELA and 46.3 pts below in Math English Learners -- 39 pts below in ELA and 58.7 pts below in Math Hispanic or Latino -- 20.3 pts below in ELA and 43.5 pts below in Math White -- 18.6 pts above in ELA and 2.1 pts below in Math	Every subgroup showed some improvement from the prior year in both subjects, but two groups (English Learners, Hispanic/Latino) did not meet our "5 points or more" goal.
Metric/Indicator 2. District Benchmark Assessment Data for English Language Arts and Mathematics **18-19** 2a. The percentage of of students in grades K-8 who perform "on or above level," as measured by three iReady diagnostic assessments in English Language Arts and Math , will be 50%. 2b. The percentage of of students in grades 9-11 who meet or exceed standard as measured by both district benchmarks in English Language Arts and Math will increase by 5% from the prior year. **Baseline** There is no baseline. The baseline data will be established in 2017-2018.	2a. The percentages of students in grades K-8 who met the "typical growth target," as measured by the 2nd iReady diagnostic assessments, were 56% in English Language Arts and 23% in Math. We met our goal in English Language Arts but did not meet our goal in Math. b. The most recent English benchmarks were administered in October 2018. The results are as follows: Grade 9 -- 56.7% mastered Grade 10 -- 69.6% mastered Grade 11 -- 73.1% mastered The most recent Math benchmarks were administered in February 2019. The results are as follows: Math 1 - 41.4% mastered Math 2 - 8% mastered Math 3 - 57% mastered
Metric/Indicator 3. Student Grades **18-19** 3. At least 75% of all secondary students will meet or exceed standards ("C" or better) in all core areas, as measured by semester report card grades. **Baseline** The percentage of secondary students meeting or exceeding "C" or better in core areas were as follows: • English: 84% • Science: 74%	3. Based on fall semester 2018, our percentages of secondary students (6th - 12th grade) who earned a "C" or better in core areas were as follows: English = 60% Science = 67% Math = 53% History = 46% These numbers are lower than fall semester 2017. In many cases, this is due to PLC conversations about rigor and mastering standards and, thus, secondary teachers weighing assessments more heavily in their grading.

Expected	Actual
• Math: 77% • History: 71%	
Metric/Indicator 4. Students Receiving Special Education Services **18-19** 4. The percentage of all students receiving special education services will decrease by 0.5% from the prior year or be 9% or less. **Baseline** 12.3% of students received Special Education services in 2016-2017.	4. 12.3 % of students are receiving Special Education services in 2018-19, which is the same percentage of students who received services in 2017-18. (Note: Our CALPADS data in this area indicates a lower percentage of Special Education students than we actually have. We are working to fix this error in data reporting.) We did not meet our goal in this area.
Metric/Indicator 5. Highly Qualified Teachers **18-19** 5. All teachers will be highly qualified and appropriately credentialed for their teaching assignment(s). **Baseline** All teachers assigned for the 2016-2017 school year were highly qualified and appropriately credentialed for their teaching assignment(s).	5. All teachers assigned for the 2018-2019 school year are highly qualified and appropriately credentialed for their teaching assignment(s).

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Core Curriculum & Resources (a) English language arts PLCs will continue to work with site administration and educational services' support staff to refine curriculum maps and instructional guides for English language arts (grades TK-12) that are aligned with CA standards and SBAC	Core Curriculum & Resources (a) English language arts PLCs worked with site administration and educational services' support staff to refine curriculum maps and instructional guides for English language arts (grades TK-12) that align with CA standards and SBAC assessment targets. Grade TK-5	Assistant Superintendent of Educational Services - Certificated Salary, Employee Benefits Supplemental $94,274 Director of Educational Services - Certificated Salary, Employee Benefits Supplemental $111,510	Assistant Superintendent of Educational Services - Certificated Salary, Employee Benefits Supplemental 94,908 Director of Educational Services - Certificated Salary, Employee Benefits Supplemental 112,289

assessment targets. Grade TK-5 teachers will continue to implement newly adopted instructional materials to support their instructional alignment with the new CA standards. Grade 6-10 teachers will implement newly adopted instructional materials to support their instructional alignment with the new CA standards. Grade 11-12 teachers will continue to update existing materials to support their standards-based instruction and alignment with AP and ERWC course requirements. (b) Math PLCs will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for mathematics (grades TK-Integrated III) that are aligned with CA standards and SBAC assessment targets. Additionally, they will continue to evaluate and refine implementation of instructional materials and strategies to ensure students meet or exceed grade level standards. (c) Science PLCs will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for science (grades TK-Physics) that are aligned with NGSS and anticipated assessment targets. Additionally, they will continue to identify and purchase instructional	teachers implemented newly adopted instructional materials to support their instructional alignment with the new CA standards. Grade 6-10 teachers implemented newly adopted instructional materials to support their instructional alignment with the new CA standards. Grade 11-12 teachers updated existing materials to support their standards-based instruction and alignment with AP and ERWC course requirements. (b) Math PLCs worked with site administration and educational services' support staff to refine curriculum maps and instructional guides for mathematics (grades TK-Integrated III) that align with CA standards and SBAC assessment targets. Additionally, they evaluated and refined implementation of instructional materials and strategies to ensure students meet or exceed grade level standards. (c) Science PLCs worked with site administration and educational services' support staff to refine curriculum maps and instructional guides for science (grades TK-Physics) that align with NGSS and anticipated assessment targets. Additionally, they identified and purchased instructional materials/resources needed to ensure students meet or exceed grade level standards.	Administrative Assistant for Educational Services - Certificated Salary, Employee Benefits Supplemental $47,407 Instructional Materials - IMF - Books and Supplies Base $300,000 Instructional Materials - Teacher Lottery Allocation - Books and Supplies Lottery $169,650 Instructional Materials - Restricted Lottery - Books and Supplies Lottery $319,968	Administrative Assistant for Educational Services - Certificated Salary, Employee Benefits Supplemental 47,407 Instructional Materials - IMF - Books and Supplies Base 207,946 Instructional Materials - Teacher Lottery Allocation - Books and Supplies Lottery 144,516 Instructional Materials - Restricted Lottery - Bools and Supplies Lottery 425,024

materials/resources needed to ensure students meet or exceed grade level standards. (d) Social Science PLCs (grades 6-12) will work with site administration and educational services' support staff to pilot and adopt new instructional materials that are aligned with the new CA framework for history/social science and the CA literacy standards for social science. (e) i-Ready intervention curriculum for students not making progress toward meeting standard in ELA and math will be implemented. (f) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that all students are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.	(d) Social Science PLCs (grades 6-8) worked with site administration and educational services' support staff to pilot new instructional materials that are aligned with the new CA framework for history/social science and the CA literacy standards for social science. We anticipate a selection for adoption to be made shortly. Grades 9-12 decided to postpone piloting materials until 2019-2020. (e) i-Ready intervention curriculum for students not making progress toward meeting standard in ELA and math was implemented. (f) Teachers, supported by administrators, participated in weekly, collaborative PLCs that focused on ensuring that all students are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work was documented through PLC agendas and minutes, and other relevant artifacts.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Effective First Instruction	Effective First Instruction	Teachers - Certificated Salary, Employee Benefits Base $29,222,225	Teachers - Certificated Salary, Employee Benefits Base 29,066,418

	(a) All teachers will utilize effective, research-based instructional practices to ensure students meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding; providing relevant independent assignments/projects; providing frequent, targeted feedback to students on their progress; and creating a positive learning environment where students are safe and actively engaged. (b) Administrators will continue to receive professional development and coaching around effective first instruction and teacher feedback. They will regularly observe and provide feedback on classroom instruction to effectively support teachers in improving their instructional practices. (c) Teachers and administrators will participate in informal walkthroughs to identify effective first instruction taking place and to discuss areas for growth as a school. (d) Teachers, supported by administrators, will participate in	(a) All teachers utilized effective, research-based instructional practices to ensure students meet or exceed grade level standards. Such practices included, but were not limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding; providing relevant independent assignments/projects; providing frequent, targeted feedback to students on their progress; and creating a positive learning environment where students are safe and actively engaged. (b) Administrators received professional development and coaching around effective first instruction and teacher feedback. They regularly observed (a minimum of 60 minutes per week) and provided feedback on classroom instruction to effectively support teachers in improving their instructional practices. (c) Administrators participated in informal walkthroughs to identify effective first instruction taking place and discussed areas for growth as a school. (d) Teachers, supported by administrators, participated in	Site Administrators - Certificated Salary, Employee Benefits Base $2,526,442	Site Administrators - Certificated Salary, Employee Benefits Base 2,467,920

weekly, collaborative PLCs that are focused on effective first instruction to support students in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.	weekly, collaborative PLCs that focused on effective first instruction to support students in meeting or exceeding specified learning targets. Evidence of this was documented through PLC agendas and minutes, and other relevant artifacts.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Progress Monitoring (a) Teachers in grades K-8 will administer three i-Ready diagnostic assessments in ELA and mathematics. Assessment results will be used as one measure to evaluate student progress, instructional effectiveness, and to determine appropriate interventions supports for accelerating learning. (b) Teachers in grades 9-11 will administer at least two district developed benchmark assessments in ELA and mathematics. Assessment results will be used as one measure to evaluate student progress, instructional effectiveness, and to determine appropriate interventions supports for accelerating learning.	Progress Monitoring (a) Teachers in grades K-8 administered three i-Ready diagnostic assessments in ELA and mathematics. Assessment results were used as one measure to evaluate student progress, instructional effectiveness, and to determine appropriate interventions supports for accelerating learning. (b) Teachers in grades 9-11 administered at least two district developed benchmark assessments in ELA and mathematics. Assessment results were used as one measure to evaluate student progress, instructional effectiveness, and to determine appropriate interventions supports for accelerating learning.	Coordinator of Homeless & Foster Youth Services - Certificated Salary, Employee Benefits Supplemental $30,350 Administrative Assistant for Homeless & Foster Youth Services - Classified Salary, Employee Benefits Supplemental $8,274 Director of Supplemental Programs & Accountability - Certificated Salary, Employee Benefits Supplemental $122,283 Administrative Assistant for Supplemental Programs & Accountability - Classified Salary, Employee Benefits Supplemental $83,792	Coordinator of Homeless & Foster Youth Services - Certificated Salary, Employee Benefits Supplemental $30,566 Administrative Assistant for Homeless & Foster Youth Services - Classified Salary, Employee Benefits Supplemental $8,274 Director of Supplemental Programs & Accountability - Certificated Salary, Employee Benefits Supplemental $123,173 Administrative Assistant for Supplemental Programs & Accountability - Classified Salary, Employee Benefits Supplemental $76,799

(c) Teachers will utilize district supported student information systems (i.e., PowerSchool, Schoology, Illuminate, i-Ready, etc.) to record and monitor student progress.	(c) Teachers utilized district supported student information systems (i.e., PowerSchool, Schoology, Illuminate, i-Ready, etc.) to record and monitor student progress.	Illuminate Online Assessment & Analytics System - Services & Other Operating Expenditures Supplemental $41,940	Illuminate Online Assessment & Analytics System - Services & Other Operating Expenditures Supplemental $41,628
(d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop and administer common formative assessments (at least one per month) to assess student progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts.	(d) Teachers, supported by administrators, participated in weekly, collaborative PLCs to develop and administer common formative assessments (at least one per month) to assess student progress toward meeting specified learning targets. Evidence of this work was documented through PLC agendas and minutes, Illuminate, and other relevant artifacts.		
(e) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and other support staff will work closely with site administration to monitor unduplicated pupils' (and other identified at-risk students) progress toward meeting or exceeding grade level standards and support teachers and other relevant staff in providing appropriate intervention services to identified at-risk students.	(e) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and other support staff worked closely with site administration to monitor unduplicated pupils' (and other identified at-risk students) progress toward meeting or exceeding grade level standards and to support teachers and other relevant staff in providing appropriate intervention services to identified at-risk students.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Interventions (a) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for students not making adequate progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, PowerSchool, Illuminate, i-Ready, and other relevant artifacts. (b) The district MTSS team will finalize and begin implementing a comprehensive, district-wide MTSS plan. The team will support site administrators and leadership teams in implementing the MTSS plan district-wide. Necessary resources to support Tier II and Tier III interventions will be provided. (c) Intervention support staff will be provided to schools to work with all students that have been targeted and prescribed Tier II and Tier III intervention services. Such support staff will include, but not be limited to: paraprofessionals, intervention support providers, program specialists, counselors, psychologists, behaviorists, peer tutors, and mental health specialists.	Interventions (a) Teachers, supported by administrators, participated in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for students not making adequate progress toward meeting specified learning targets. Evidence of this work was documented through PLC agendas and minutes, PowerSchool, Illuminate, i-Ready, and other relevant artifacts. (b) The district MTSS team went through MTSS and UDL training and are developing a comprehensive, district-wide MTSS plan. A part-time MTSS Coordinator will be hired for the 2019-2020 school year with LPSBG funds. (c) Intervention support staff were provided to schools to work with all students that have been targeted and prescribed Tier II and Tier III intervention services. Such support staff included, but not be limited to: paraprofessionals, intervention support providers, program specialists, counselors, psychologists, behaviorists, peer tutors, and mental health specialists. (d) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and other support staff	Program Specialists - Certificated Salary, Employee Benefits Base $298,633 Intervention Support Staff & Resources - Certificated Salary, Classified Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $230,700 Paraprofessionals - Classified Salary, Employee Benefits Base $294,724 Psychologists - Certificated Salary, Employee Benefits Base $599,416 Counselors - Certificated Salary, Employee Benefits Base $362,517 Summer Transition Programs - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $45,000 Targeted Tutoring Program - Classified Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $85,000 Summer Bridge Programs - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating	Program Specialists - Certificated Salary, Employee Benefits Base $283,587 Intervention Support Staff & Resources - Certificated Salary, Classified Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $208,611 Paraprofessionals - Classified Salary, Employee Benefits Base $290,477 Psychologists - Certificated Salary, Employee Benefits Base $622,810 Counselors - Certificated Salary, Employee Benefits Base $307,150 Summer Transition Programs - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $33,256 Targeted Tutoring Program - Classified Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $94,408 Summer Bridge Programs - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating

(d) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and other support staff will work closely with site administration to ensure that proper intervention services are being provided for all unduplicated pupils (and other identified at-risk students) not making adequate progress toward meeting specified learning targets. (e) Summer Transition Programs to help ease the transition for students moving from grade 5 to 6 and 8 to 9 will be implemented. Unduplicated students will be the target population for these programs. (f) Targeted tutoring will be provided to students (K-12) before, during and after school to ensure their success in meeting core academic learning targets. Unduplicated students will be the target population for tutoring. (g) In partnership with City of Lincoln Parks & Rec, Summer Bridge Programs will be provided to students to support extended learning. Unduplicated students will be the target population for these programs.	(d) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and other support staff worked closely with site administration to ensure that proper intervention services were provided for all unduplicated pupils (and other identified at-risk students) not making adequate progress toward meeting specified learning targets. (e) Summer Transition Programs to help ease the transition for students moving from grade 5 to 6 and 8 to 9 were implemented. Unduplicated students were the target population for these programs. (f) Targeted tutoring was provided to students (K-12) before, during and after school to ensure their success in meeting core academic learning targets. Unduplicated students were be the target population for tutoring. (g) In partnership with City of Lincoln Parks & Rec, Summer Bridge Programs were provided to students to support extended learning. Unduplicated students were the target population for these programs.	Expenditures Supplemental $75,000	Expenditures Supplemental $30,000

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Action 5

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Professional Development & Collaboration (a) Secondary math teachers will be provided ongoing coaching on a brain-based direct instruction model that encompasses effective, research-based practices to ensure students meet or exceed grade-level standards. (b) Core area teachers will continue to receive content and literacy training as it relates to CCSS/NGSS and their respective curricular areas. (c) General education and special education teachers at the secondary levels will receive ongoing support in co-teaching to support in providing more inclusive learning for special education students. (d) Educational services will facilitate collaboration and training for core areas teachers on a variety of topics that support students in meeting or exceeding grade-level standard. Instructional coaching will also be provided to teachers wanting or needing additional supports. (e) Teachers, support staff and administrators will be provided opportunities to participate in other, relevant professional developments to support students	Professional Development & Collaboration (a) Secondary math teachers were provided ongoing coaching on a brain-based direct instruction model that encompasses effective, research-based practices to ensure students meet or exceed grade-level standards. (b) Core area teachers received content and literacy training as it relates to CCSS/NGSS and their respective curricular areas. (c) General education and special education teachers at the secondary levels received ongoing support in co-teaching to support more inclusive learning for special education students. (d) Educational services facilitated collaboration and training for core areas teachers on a variety of topics that support students in meeting or exceeding grade-level standard. Instructional coaching was provided to teachers wanting or needing additional supports. (e) Teachers, support staff and administrators were provided opportunities to participate in other, relevant professional developments to support students in meeting or exceeding grade-level standards.	Professional Development, Collaboration and Supplemental Resources (Total Amount to Support all Goals) - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $399,170 Math TOSA - Certificated Salary, Employee Benefits Supplemental $68,866 ELA/Literacy TOSA - Certificated Salary, Employee Benefits Supplemental $69,188 STEM/CTE TOSA - Certificated Salary, Employee Benefits Supplemental $69,048 New Teacher Induction Program - - Certificated Salary, Employee Benefits Title II $40,000	Professional Development, Collaboration and Supplemental Resources (Total Amount to Support all Goals) - Certificated Salary, Employee Benefits, Books & Supplies, Services and Other Operating Expenditures Supplemental $321,018 Math TOSA - Certificated Salary, Employee Benefits Supplemental $69,555 ELA/Literacy TOSA - Certificated Salary, Employee Benefits Supplemental $69,047 STEM/CTE TOSA - Certificated Salary, Employee Benefits Supplemental $69,212 New Teacher Induction Program - - Certificated Salary, Employee Benefits Title II $30,300

in meeting or exceeding grade-level standards. (f) Administration and site leadership teams will be provided ongoing support to ensure effective implementation of PLCs throughout the district. (g) Teachers, supported by administrators and educational services, will participate in weekly in collaborative PLCs to discuss best instructional practices, conduct teacher research, update and refine instructional guides and common assessments, and to further develop themselves as educators. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, I-Ready and other relevant artifacts. (h) New teachers will be provided New Teacher Induction support through PCOE to ensure they are equipped to provide best first instruction and interventions and to be contributing members of their PLC teams.	(f) Administration and site leadership teams were provided ongoing support to ensure effective implementation of PLCs throughout the district. (g) Teachers, supported by administrators and educational services, participated in weekly collaborative PLCs to discuss best instructional practices, conduct teacher research, update and refine instructional guides and common assessments, and to further develop themselves as educators. Evidence of this work was documented through PLC agendas and minutes, Illuminate, I-Ready and other relevant artifacts. (h) New teachers were provided New Teacher Induction support through PCOE to ensure they are equipped to provide best first instruction and interventions and to be contributing members of their PLC teams.		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for	Direct School Site Allocations (a) School sites received supplemental and base funding to provide additional supports for	School Site Allocations (Total Amount to Support All Goals) - Books and Supplies Supplemental $223,541	School Site Allocations (Total Amount to Support All Goals) - Books and Supplies Supplemental $241,964

teachers, support staff, and students that are aligned with Goal 1. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 1.	teachers, support staff, and students that are aligned with Goal 1. (b) School sites developed and had approved a plan (SPSA for Title I schools) that outlines how their supplemental funding was used to support Goal 1.	School Site Allocations (Total Amount to Support All Goals) - Books and Supplies Base $421,178	School Site Allocations (Total Amount to Support All Goals) - Books and Supplies Base $389,178

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

With the exception of not being as far along with MTSS as anticipated and not finalizing our adoption of instructional materials for social science (grade 6-8), we implemented all the actions as written in the 2018-2019 LCAP. Administrators and teachers received various training to enhance their understanding of Common Core and NGSS as well as instructional effectiveness. The teachers on special assignment for math, ELA, CTE/STEM, and EL provided instructional supports for teachers through district training, PLC collaboration, and small group and one-on-one coaching. The social science adoption was not completed at the middle school level and will continue into the fall of 2019. We anticipate new materials being purchased and implemented in the spring 2020 semester. A district-wide system for MTSS was not finalized, but the plan will be completed in 2019-2020. We are hiring a part-time MTSS coordinator with LPSBG funds to help us complete and roll out our plan. Walkthroughs were consistently conducted, and it is a goal for 2019-2020 to have more teachers participate alongside site and district administration.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our SBAC scores showed slight improvement from spring 2017 to spring 2018. Our ELA scores grew 6 points, and our math scores grew 7.2 points. Our students with disabilities showed improvement, gaining 8.2 points in ELA and 9.3 points in Math; we feel these results are a direct correlation to our focus on inclusion and co-teaching. While satisfied with our improvement, we continue to lag behind similar districts in our math achievement, and we continue to show a large achievement gap with our unduplicated student groups.

This year, we focused on implementing iReady as a supplemental resource for K-8 in both English and Math. This program provided teachers with more detailed data on areas of growth for their students and provided targeted intervention support for their struggling students. We also continued our work, in collaboration with Cohort 2 of the California SUMS grant, to develop a district-wide MTSS system.

Professional development activities continue to be a strength; to the degree we are able, we offer job-embedded, ongoing training for teachers on a variety of topics (i.e. - brain-based direct instruction, AVID, English Language Development). Teachers have, in general, provided positive feedback regarding training received, and we have observed new strategies being implemented in classrooms. Administrators continued to conduct informal classroom walkthroughs at least one hour a week. Administrators and teachers have continued to strengthen PLCs, keeping the focus on the essential questions and ensuring that decisions align with the mission, vision, values, and goals of the schools.

With more data available for analysis, it has become easier for us to make refined decisions about curriculum, instruction, and interventions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

GOAL 1 - ACTION 1 - 1) Instructional Materials IMF - estimated actuals less than budget due to use of one-time mandate funds of $150,000 used for ELA adoption materials. Any unspent funds will be carried over to the 2019/2020 Budget to be spent on textbook adoption. 2) Instructional Materials Restricted Lottery - estimated actuals more than budget due to 2017/18 unspent carryover funds and 2018/19 allocated funds being spent on textbooks and curriculum materials in 2018/19. ACTION 4 - 1)Summer Transition Programs and Summer Bridge Programs - estimated actuals less than budgets as the bulk of the expnditures will be spent in the summer months of June and July 2019 on Summer Series programs. ACTION 5 - 1) Professional Development, Collaboration and Supplemental Resources - estimated actuals less than budget due to reallocation of $65,000 to GOAL 3 - ACTION 4 Education Technology Coordinator position created after the start of the school year. New Teacher Induction Program - estimated actuals less than budget as the budget was estimated at the time due to multiple teacher vacancies. Estimated actuals are accurately reflecting the current teachers requiring Teacher Induction services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Minimal changes are being made to this goal. We are updating our timelines related to the comprehensive, district-wide MTSS plan [Goal 1.4(b)]. We are also accounting for plans to continue piloting social science materials (grades 6-8) in 2019-2020 [Goal 1.1(d)]. We adjusted the percentage of students getting a "c" or better in core classes from 80% to 70% for Metric #3. This was adjusted down as a result of our data from this year.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

All English learners will make adequate yearly progress toward language proficiency and being reclassified as fluent English proficient.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Language acquisition of English Learners **18-19** 1. The percentage of English Learners who score either a 3 (moderately developed) or a 4 (well developed) on the ELPAC will be 30%. **Baseline** This data is always one year behind. 56.5% of English Learners progressed at least one language proficiency level in 2015-2016.	1. The percentage of students who scored a 3 (moderately developed) on the 2018 ELPAC was 40.2%. The percentage who scored a 4 (well developed) on the 2018 ELPAC was 24.7%. Cumulatively, 64.9% of our English Learners scored a 3 or 4. We met our goal. 2019 ELPAC scores are not available for analysis yet.
Metric/Indicator 2. Reclassification of English Learners **18-19** 2. The percentage of English Learners reclassified as fluent English proficient will meet or exceed 10%. **Baseline**	2. Reclassification data reporting is always a year behind. The state's 2018-19 data actually reports students who reclassified during the 2017-2018 school year. Our official 2018-19 data, therefore, shows that we did not reclassify as many English Learners as is typical for us (only 5.8%). That is due to the transition from CELDT to ELPAC in the 2017-18 school year.

Expected	Actual
20.6% (135 of 653) of our English Learners were reclassified in the spring of 2017.	This school year, however, 16% (94 of 586) of our English Learners were reclassified in the spring of 2019. We consider this goal met.
Metric/Indicator 3. Progress of RFEP students **18-19** 3. 85% of students reclassified as fluent English proficient between 2015 and 2018 will demonstrate "satisfactory progress" as measured by the district's RFEP Monitoring Process. **Baseline** There is no baseline. The baseline data will be established in 2017-2018.	3. 89.7% of students reclassified as fluent English proficient between 2015 and 2018 demonstrated "satisfactory progress" (or higher) as measured by the district's RFEP Monitoring Process. This is a 4% gain from the 2017-2018 school year.
Metric/Indicator 4. Integrated and Designated ELD **18-19** 4. All English Learners will receive integrated and designated ELD to support attainment of spoken and academic fluency in English. **Baseline** All English Learners received integrated and designated ELD.	4. All English Learners receive integrated and designated ELD.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Core Curriculum & Resources (a) English language arts PLCs will continue to work with site administration and educational services' support staff to refine curriculum maps and instructional guides for English language arts (grades TK-12) that are aligned with CA standards and SBAC assessment targets. The	Core Curriculum & Resources (a) English language arts PLCs worked with site administration and educational services' support staff to refine curriculum maps and instructional guides for English language arts (grades TK-12) that are aligned with CA standards and SBAC assessment targets. The instructional guides include	See funding Goal 1, Action 1	See funding Goal 1, Action 1

instructional guides will include integrated and designated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Grade TK-5 teachers will continue to implement newly adopted instructional materials (program 2) to support their instructional alignment with the new CA standards for ELA/ELD. Grade 6-10 teachers will implement newly adopted instructional materials (program 2) for ELA/ELD. Grade 11-12 teachers will continue to update existing materials to support their standards-based instruction and alignment with AP and ERWC course requirements and ELA/ELD standards.

(b) Math PLCs will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for mathematics (grades TK-Integrated III) that are aligned with CA standards and SBAC assessment targets. The instructional guides will include integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Additionally, they will continue to evaluate and refine implementation of

integrated and designated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Grade TK-5 teachers implemented newly adopted instructional materials (program 2) to support their instructional alignment with the new CA standards for ELA/ELD. Grade 6-10 teachers implemented newly adopted instructional materials (program 2) for ELA/ELD. Grade 11-12 teachers updated existing materials to support their standards-based instruction and alignment with AP and ERWC course requirements and ELA/ELD standards.

(b) Math PLCs worked with site administration and educational services' support staff to refine curriculum maps and instructional guides for mathematics (grades TK-Integrated III) that are aligned with CA standards and SBAC assessment targets. The instructional guides include integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Additionally, they evaluated and refined implementation of instructional materials and strategies to ensure students meet or exceed grade

instructional materials and strategies to ensure students meet or exceed grade level standards and gain academic language.

(c) Science PLCs will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for science (grades TK-Physics) that are aligned with NGSS and anticipated assessment targets. The instructional guides will include integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Additionally, they will continue to identify and purchase instructional materials/resources needed to ensure students meet or exceed grade level standards and gain academic language.

(d) Social Science PLCs (grades 6-12) will work with site administration and educational services' support staff to pilot and adopt new instructional materials that are aligned with the new CA framework for history/social science, the CA literacy standards for social science, and incorporate ELD standards and integrated ELD teaching strategies.

(e) Designated ELD teachers will continue work with site administration and educational

level standards and gain academic language.

(c) Science PLCs worked with site administration and educational services' support staff to refine curriculum maps and instructional guides for science (grades TK-Physics) that are aligned with NGSS and anticipated assessment targets. The instructional guides include integrated ELD teaching strategies and resource recommendations for supporting English learners in meeting or exceeding grade level standards and in making growth in language acquisition. Additionally, they identified and purchased instructional materials/resources needed to ensure students meet or exceed grade level standards and gain academic language.

(d) Social Science PLCs (grades 6-8) worked with site administration and educational services' support staff to pilot new instructional materials that are aligned with the new CA framework for history/social science, the CA literacy standards for social science, and incorporate ELD standards and integrated ELD teaching strategies. A decision regarding adoption will be made soon and materials will be purchased. Grades 9-12 are holding off pursing new materials until 2019-2020.

services' support staff to refine curriculum maps and instructional guides for teaching designated ELD. (f) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that English learners are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.	(e) Designated ELD teachers worked with site administration and educational services' support staff to refine curriculum maps and instructional guides for teaching designated ELD. (f) Teachers, supported by administrators, participated in weekly, collaborative PLCs focused on ensuring that English learners are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work was documented through PLC agendas and minutes, and other relevant artifacts.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Effective First Instruction (a) All teachers will utilize effective, research-based instructional practices to ensure English learners meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning with visual cues and supports; providing guided	Effective First Instruction (a) All teachers utilized effective, research-based instructional practices to ensure English learners meet or exceed grade level standards. Such practices included, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning with visual cues and supports; providing guided	See funding Goal 1, Action 2 Base Duplicate Additional sections for Designated ELD at secondary schools --Certificated Salary, Employee Benefits Supplemental $202,496	See funding Goal 1, Action 2 Duplicate Additional sections for Designated ELD at secondary schools --Certificated Salary, Employee Benefits Supplemental $197,996

(gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding that require ELs to speak; providing relevant independent assignments/projects; providing frequent, targeted feedback to ELs on their progress; and creating a positive learning environment where English learners are safe and actively engaged	(gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding that require ELs to speak; providing relevant independent assignments/projects; providing frequent, targeted feedback to ELs on their progress; and creating a positive learning environment where English learners are safe and actively engaged
(b) Administrators will continue to receive professional development and coaching around effective first instruction teacher feedback. They will regularly observe and provide feedback on classroom instruction to effectively support teachers in improving their instructional practices for English Learners.	(b) Administrators received professional development and coaching around effective first instruction teacher feedback. They regularly observed and provided feedback on classroom instruction to effectively support teachers in improving their instructional practices for English Learners.
(c) Teachers and administrators will participate in informal walkthroughs to identify effective first instruction taking place and to discuss areas for growth as a school to better support English learners.	(c) Teachers and administrators participated in informal walkthroughs to identify effective first instruction taking place and to discuss areas for growth as a school to better support English learners.
(d) Designated and integrated ELD will be provided to all English learners. At the secondary schools, additional sections will be allocated to ensure designated ELD instruction is provided to English learners beyond their mainstream core classes. The additional sections will ensure that the class sizes for designated ELD are well	(d) Designated and integrated ELD was provided to all English learners. At the secondary schools, additional sections were allocated to ensure designated ELD instruction was provided to English learners beyond their mainstream core classes. The additional sections ensured that the class sizes for designated ELD

below the general staffing ratio of 36:1.	are well below the general staffing ratio of 36:1.
(e) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on effective first instruction to support English learners in meeting or exceeding specified language targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.	(e) Teachers, supported by administrators, participated in weekly, collaborative PLCs focused on effective first instruction to support English learners in meeting or exceeding specified language targets. Evidence of this work was documented through PLC agendas and minutes, and other relevant artifacts.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Progress Monitoring	Progress Monitoring	See funding Goal 1, Action 3	See funding Goal 1, Action 3
(a) Teachers in grades 9-11 will administer at least two district developed benchmark assessments in ELA and mathematics. Assessment results will be used as one measure to evaluate student progress, instructional effectiveness, and to determine appropriate interventions and supports for English Learners and redesignated fluent English proficient students.	(a) Teachers in grades 9-11 administered at least two district developed benchmark assessments in ELA and mathematics. Assessment results were used as one measure to evaluate student progress, instructional effectiveness, and to determine appropriate interventions and supports for English Learners and redesignated fluent English proficient students.		
(b) Teachers in grades K-8 will administer three i-Ready diagnostic assessments in ELA and mathematics. Assessment results will be used as one measure to evaluate student progress, instructional	(b) Teachers in grades K-8 administered three i-Ready diagnostic assessments in ELA and mathematics. Assessment results were used as one measure to evaluate student progress, instructional effectiveness, and to		

effectiveness, and to determine appropriate interventions and supports for English Learners and redesignated fluent English proficient students.

(c) Teachers will utilize district supported student information systems (i.e., PowerSchool, Schoology, Illuminate, etc.) to record and monitor student progress (including English learners and redesignated fluent English proficient learners).

(d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop common formative assessments (at least one per month) to assess students' (including English learners and redesignated fluent English proficient learners) progress toward meeting specified learning/language targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts.

(e) The director of supplemental programs & accountability, EL TOSAs, parent/school/community liaisons, and other support staff will work closely with site administration to monitor English learners' and reclassified English language proficient students' progress toward meeting learning/language targets.

determine appropriate interventions and supports for English Learners and redesignated fluent English proficient students.

(c) Teachers utilized district supported student information systems (i.e., PowerSchool, Schoology, Illuminate, etc.) to record and monitor student progress (including English learners and redesignated fluent English proficient learners).

(d) Teachers, supported by administrators, participated in weekly, collaborative PLCs to develop common formative assessments (at least one per month) to assess students' (including English learners and redesignated fluent English proficient learners) progress toward meeting specified learning/language targets. Evidence of this work was documented through PLC agendas and minutes, Illuminate, and other relevant artifacts.

(e) The director of supplemental programs & accountability, EL TOSAs, parent/school/community liaisons, and other support staff worked closely with site administration to monitor English learners' and reclassified English language proficient students' progress toward meeting learning/language targets.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Interventions (a) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for English Learners not making adequate progress toward meeting specified language targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, I-Ready, and other relevant artifacts. (b) The district MTSS team will finalize and begin implementing a comprehensive, district-wide MTSS plan. The team will support site administrators and leadership teams in implementing the MTSS plan district-wide. Necessary resources to support Tier II and Tier III interventions for English Learners will be provided. (c) Intervention support staff will be provided to schools to work with English Learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets. Such support staff will include, but not be limited to:	Interventions (a) Teachers, supported by administrators, participated in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for English Learners not making adequate progress toward meeting specified language targets. Evidence of this work was documented through PLC agendas and minutes, Illuminate, I-Ready, and other relevant artifacts. (b) The district MTSS team went through MTSS and UDL training and are developing a comprehensive, district-wide MTSS plan. A part-time MTSS Coordinator will be hired for the 2019-2020 school year with LPSBG funds. Necessary resources to support Tier II and Tier III interventions for English Learners will be provided. (c) Intervention support staff were provided to schools to work with English Learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets. Such support staff	See funding Goal 1, Action 4	See funding Goal 1, Action 4

instructional aides, intervention support providers, counselors, psychologists, behaviorists, peer tutors, and intervention specialists.	included, but were not limited to: instructional aides, intervention support providers, counselors, psychologists, behaviorists, peer tutors, and intervention specialists.
(d) The director of supplemental programs & accountability and intervention specialists will work closely with site administration to ensure that proper intervention services are being provided for all English Learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets.	(d) The director of supplemental programs & accountability and intervention specialists worked closely with site administration to ensure that proper intervention services were provided for all English Learners (and redesignated fluent English proficient learners) not making adequate progress toward meeting specified language/learning targets.
(e) Summer Transition Programs to help ease the transition for students moving from grade 5 to 6 and 8 to 9 will be implemented. English Learners will be one of the target populations for these programs.	(e) Summer Transition Programs to help ease the transition for students moving from grade 5 to 6 and 8 to 9 were implemented. English Learners were one of the target populations for these programs.
(f) Targeted tutoring will be provided to students (K-12) before, during and after school to ensure their success in meeting core academic learning targets. English Learners will be one of the target populations for tutoring.	(f) Targeted tutoring was provided to students (K-12) before, during and after school to ensure their success in meeting core academic learning targets. English Learners were one of the target populations for tutoring.
(g) In partnership with City of Lincoln Parks & Recreation, Summer Bridge Programs will be provided to students (K-4 & 7) to support extended learning. English Learners will be one of the target populations for these programs.	(g) In partnership with City of Lincoln Parks & Recreation, Summer Bridge Programs were provided to students (K-4 & 7) to support extended learning. English Learners were one of the target populations for these programs.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development & Collaboration	Professional Development & Collaboration	See funding Goal 1, Action 5 Supplemental Duplicate	See funding Goal 1, Action 5
(a) Teachers will receive English language development training to support their understanding of and ability to teach integrated and/or designated ELD to English Learners in their respective curricular areas.	(a) Teachers received English language development training to support their understanding of and ability to teach integrated and/or designated ELD to English Learners in their respective curricular areas.	English Learner Services TOSAs - Certificated Salary, Employee Benefits Supplemental $172,276	English Learner Services TOSAs - Certificated Salary, Employee Benefits Supplemental $76,199
(b) Some elementary teachers will receive GLAD refresher training and coaching to enhance their abilities to provide effective first instruction to English Learners.	(b) Some elementary teachers received GLAD refresher training and coaching to enhance their abilities to provide effective first instruction to English Learners.		
(c) Teacher, support staff and administrators will be provided opportunities to participate in other, relevant professional developments to support English Learners' language attainment and academic achievement.	(c) Teacher, support staff and administrators were provided opportunities to participate in other, relevant professional developments to support English Learners' language attainment and academic achievement.		
(d) Educational services will facilitate collaboration and training for teachers on a variety of topics that support English Learners in meeting language/learning targets. Coaching will also be provided to teachers wanting or needing additional supports.	(d) Educational services facilitated collaboration and training for teachers on a variety of topics that support English Learners in meeting language/learning targets. Coaching was also be provided to teachers wanting or needing additional supports.		
(e) Teachers, supported by administrators and educational	(e) Teachers, supported by administrators and educational		

services, will participate weekly in collaborative PLCs to discuss best instructional practices, conduct teacher research, update and refine instructional guides and common assessments, and to further develop themselves as educators. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, I-Ready and other relevant artifacts.	services, participated weekly in collaborative PLCs to discuss best instructional practices, conduct teacher research, update and refine instructional guides and common assessments, and to further develop themselves as educators. Evidence of this work was documented through PLC agendas and minutes, Illuminate, I-Ready and other relevant artifacts.		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Direct School Site Allocations	Direct School Site Allocations	See funding Goal 1, Action 6	See funding Goal 1, Action 6
(a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and English learners that are aligned with Goal 2.	(a) School sites received supplemental and base funding to provide additional supports for teachers, support staff, and English learners that are aligned with Goal 2.		
(b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 2.	(b) School sites developed and had approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 2.		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We implemented all the actions as written in the 2018-2019 LCAP. Despite our reduction in staff from 2 English Learner TOSAs to 1 English Learner TOSA, we still spent time focusing on integrated ELD in all core subject areas and across all grade levels. This year, we also began focusing on designated ELD at the elementary level and plan to continue that focus in the 2019-2020 school year. Our teachers continue to be trained (or refreshed) on instructional strategies proven to increase English Learner achievement, including GLAD, ELD Institutes, brain-based direct instruction, and AVID.

This year, we also focused on ELPAC test preparation at the secondary level, working on honing students' knowledge of the test domains, working through sample test questions, and doing some student-by-student goal-setting.

English Learners and reclassified students were regularly monitored to ensure academic success; students who struggled were provided with a variety of intervention supports. While all teachers provided integrated and designated ELD as required during the 2018-2019 school year, we recognize that we must continue to improve upon our delivery of integrated and designated ELD across grade levels and subject areas.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, the academic achievement of our English Learners on the SBAC showed a small increase in both English and Math, +3.7 points and +2.2 points, respectively. English Learners continued to perform far below "all students" in English and Math. Our reclassified students, in contrast, continue to perform on or above par with our English-only students on both the SBAC and in the classroom.

Many of the actions and services put in place to support our English Learners proved to be effective. Our focus on utilizing effective instructional strategies during integrated ELD helped English Learners better access the core. Our English Learner teacher on special assignment provided job-embedded training and coaching, which reinforced effective classroom instruction for English Learners. Our routine progress monitoring of English Learners and reclassified students allowed us to provide immediate interventions and supports for struggling students. Lastly, the funding we allocated to lower ELD class sizes (secondary) and to provide additional intervention support (elementary) gave English Learners more time to work with qualified personnel.

64.9% of our English Learners achieved either a Level 3 or a Level 4 on the spring 2018 ELPAC. Additionally, 81 students were reclassified as fluent English proficient in the 2018-19 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

GOAL 2 - ACTION 5 English Leaner Services TOSAs - estimated actuals less than budget due to movement of one TOSA to become a VP at Glen Edwards Middle School. Vacancy not filled and savings used to create part-time Education Technology Director

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Minimal changes are being made to this goal. We adjusted our actions to account for the extension of our timeline for social science materials pilot and adoption. We adjusted Metric #1 related to ELPAC achievement. Our baseline assumptions were too low and our students performed quite well (much better than anticipated) on ELPAC.
Our anticipated achievement moving forward is much higher.

When one of our English Learner TOSAs took an administrative position within the district, we did not backfill the position. Therefore, services were provided by 1 English Learner TOSA in the 2018-19 school year as opposed to the 2 indicated in last year's LCAP. We will continue next year with just one TOSA. Through the LCAP input process, we will determine need and adequacy of staffing when writing our new 3-year LCAP for 2020-2023.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

All students will graduate from high school college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Graduation Rate **18-19** 1. The district's cohort graduation rate will increase 0.5% from the prior year. **Baseline** Our district's cohort graduation rate was 93.1% in 2015-2016.	1.The district's graduation rate in 2017-18 was 90.3%, an increase of 3.3% from the 2016-17 graduation rate. We met our goal.
Metric/Indicator 2. A-G Completion **18-19** 2. The percentage of graduates meeting A-G requirements will increase by 6% from the prior year. **Baseline** Our district's A-G completion rate in 2015-2016 was 43.5%.	2. 37.4% of 2018 graduates were reported as meeting A-G requirements. This number was largely static, as 37% of 2017 graduates were reported as meeting A-G requirements. We did not meet our goal in this area.

Expected	Actual
Metric/Indicator 3. AP Exam Passage Rate **18-19** 3. The percentage of AP students scoring a 3 or better on all AP exams will increase by 3% from the prior year. **Baseline** 62.7% of AP students scored a 3 or better on all AP exams in 2015-2016.	3. In spring 2018, AP students took 337 AP tests, passing 174 with a score of "3" or better (a passage rate of 51.6%). This compares to spring 2017, when AP students took 268 AP tests, passing 175 with a score of "3" or better (a passage rate of 65%). We did not meet our goal in this area.
Metric/Indicator 4. Enrollment in AP Courses **18-19** 4. The percentage of high school students enrolled in at least one AP course will increase by 1% from the prior year. **Baseline** In fall 2016, 86% of students who took an AP course received a "C" or better in that course.	4. 240 students attempted an AP test in spring 2018 compared to 186 students in spring 2017. This is a significant increase. We met our goal in this area.
Metric/Indicator 5. CTE Industry Certifications **18-19** 5. The percentage of high school students who earn a CTE industry certification will increase by 5% from the prior year. **Baseline** Eight (8) students earned a CTE industry certification during the 2016-2017 school year.	5. 39 students earned a CTE Industry certification in the 2017-2018 school year. We met our goal in this area.
Metric/Indicator 6. CTE Pathway Completion **18-19** 6. The percentage of high school students who complete at least one CTE pathway will increase by 5% from the prior year. **Baseline** 115 students completed a CTE pathway.	6. 89 students completed a CTE pathway in 2017-18, compared to 104 students completing a pathway in 2016-17. This is a decrease of 15 students. We did not meet our goal in this area.
Metric/Indicator 7. SBAC EAP College Readiness Indicator **18-19** 7. The percentage of all students in grades 3-8 and 11 who score "Standard Exceeded" in SBAC in ELA and math will increase by 5% from the prior year; "Standard Exceeded" in 11th grade indicates college readiness.	7. 33% of 11th grade students scored "Standard Exceeded" in ELA and 8% of 11th grade students scored "Standard Exceeded" in Math, a decrease of 3% in each subject area. We did not meet our goal in this area.

Expected	Actual
Baseline 36% of 11th grade students scored "Standard Exceeded" in ELA and 11% of 11th grade students scored "Standard Exceeded" in Math.	
Metric/Indicator 8. State Seal of Biliteracy **18-19** 8. The percentage of students in grade 12 who qualify to receive the California State Seal of Biliteracy will increase by 1% from the prior year. **Baseline** 2% of the graduating class of 2017 (29 out of 431) received the California State Seal of Biliteracy.	8. 9.5% of the graduating class of 2018 (43 out of 453) received the California State Seal of Biliteracy, a 2.8% increase from the class of 2017. We met this goal.
Metric/Indicator 9. Enrollment in College Coursework (other than AP) **18-19** 9. The percentage of high school students enrolled in at least one dual/concurrent enrollment course (i.e. – Sierra College, American River College) will increase by 20% from the prior year. **Baseline** Five (5) students enrolled in at least one dual/concurrent enrollment course.	9. This year, we have two sections of Sierra College English hosted at Lincoln High School. 48 students are presently enrolled in those two sections. This is a significant increase from last year. We met this goal.
Metric/Indicator 10. College/Career Readiness Indicator **18-19** 10. The percentage of high school seniors who are considered "Prepared" for college and career will increase by 5% from the prior year. **Baseline** 42.5% of high school seniors were "Prepared" for college and career.	10. 42.7% of the Class of 2018 were "Prepared" for college and career, a decrease in 5.2% from the prior year. We did not meet our goal in this area.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

College Readiness (a) Site administration will work with educational services to finalize new graduation requirements that better align with A-G requirements for the freshman class of 2019-2020. (b) The AVID program will continue to be implemented and supported at GEMS, TBMS, LHS, COES, SES and CCC. It will be added to LCES. Additional sections will be provided to the secondary schools to allow for smaller class sizes in AVID. (c) Additional counseling support will continue to be provided to ensure all students (with an emphasis on ELs, SED, and FY) receive academic guidance and intervention to support college readiness, eligibility, and acceptance. Furthermore, a college & career specialist will provide enhanced guidance and support to ensure students and families have the knowledge and resources needed to attain college admission and/or career placement. (d) WPUSD will continue to enhance dual/concurrent enrollment through ARC, Sierra College, and other post secondary partnerships to support college readiness and credit toward an associates/bachelors degree.	College Readiness (a) Site administration at the high school changed. As a result, new graduation requirements that better align with A-G requirements for the freshman class of 2019-2020 were not finalized. The intent is to finalize the requirements for implementation in the fall of 2021 with freshman at both LHS and the new high school (opening fall 2021). (b) The AVID program was implemented and supported at GEMS, TBMS, LHS, COES, SES and CCC. It was added to LCES. Additional sections were provided to the secondary schools to allow for smaller class sizes in AVID. (c) Additional counseling support was provided to ensure all students (with an emphasis on ELs, SED, and FY) receive academic guidance and intervention to support college readiness, eligibility, and acceptance. Furthermore, a part-time college & career specialist provided enhanced guidance and support to ensure students and families have the knowledge and resources needed to attain college admission and/or career placement. (d) WPUSD enhanced dual/concurrent enrollment through Sierra College to support college	AVID Implementation (Membership, Professional Development, Materials, and Additional Sections) - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures Supplemental $410,991 Counselors - Certificated Salary, Employee Benefits Supplemental $486,967	AVID Implementation (Membership, Professional Development, Materials, and Additional Sections) - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures Supplemental $423,783 Counselors - Certificated Salary, Employee Benefits Supplemental $408,409

(e) Seniors who are not deemed college ready, as measured by the grade 11 EAP, will be placed in EAP senior math and/or ERWC English.	readiness and credit toward an associates/bachelors degree. (e) Seniors who were not deemed college ready, as measured by the grade 11 EAP, were placed in EAP senior math and/or ERWC English.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Career Readiness (a) Site administration will work with educational services to finalize new graduation requirements that expect students to complete CTE coursework to earn a high school diploma. This phase in implementation will require this beginning with the freshman class of 2019-2020. (b) Six, 4-year career pathways (Agriculture, Engineering, Bio-medical, Media Arts, Construction Management, and Information Communication Technology) at LHS will continue to be fully implemented and supported. (c) Additional counseling support will continue to be provided to ensure all students (with an emphasis on ELs, SED, and FY) receive career guidance and intervention to support career readiness and industry certification. Furthermore, a college & career specialist will	Career Readiness (a) Site administration at the high school changed. As a result, new graduation requirements that require students to complete CTE coursework were not finalized. The intent is to finalize the requirements for implementation in the fall of 2021 with freshman at both LHS and the new high school (opening fall 2021). (b) Six, 4-year career pathways (Agriculture, Engineering, Bio-medical, Media Arts, Construction Management, and Information Communication Technology) at LHS were fully implemented and supported. (c) Additional counseling support was provided to ensure all students (with an emphasis on ELs, SED, and FY) receive career guidance and intervention to support career readiness and industry certification. Furthermore, a part-time college & career	See funding Goal 3, Action 1 Supplemental Duplicate Carl D. Perkins Grant for CTE - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Carl D. Perkins Career and Technical Education 38,347 Career Technical Education Incentive Grant - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Career Technical Education Incentive Grant (CTEIG) $450,792 Agriculture Incentive Grant - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Agriculture Incentive Grant $12,091	See funding Goal 3, Action 1 Supplemental Duplicate Carl D. Perkins Grant for CTE - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Carl D. Perkins Career and Technical Education $32,290 Career Technical Education Incentive Grant - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Career Technical Education Incentive Grant (CTEIG) $500,135 Agriculture Incentive Grant - Certificated Salary, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Agriculture Incentive Grant $9,949

continue to provide enhanced guidance and support to ensure students and families have the knowledge and resources needed to attain college admission and/or career placement.	specialist provided enhanced guidance and support to ensure students and families have the knowledge and resources needed to attain college admission and/or career placement.
(d) WPUSD will continue to enhance dual/concurrent enrollment through ARC, Sierra College, and other post-secondary entities to support career readiness and credit toward industry certification and/or college degrees.	(d) WPUSD enhanced dual/concurrent enrollment through ARC and Sierra College to support career readiness and credit toward industry certification and/or college degrees.
(e) WPUSD will continue to implement programs and funding in accordance with their Carl D. Perkins Career Technical Education Grant to support career readiness of students (see grant narrative for additional information).	(e) WPUSD implemented programs and funding in accordance with their Carl D. Perkins Career Technical Education Grant to support career readiness of students (see grant narrative for additional information).
(f) WPUSD's two CTE Incentive Grants will continue to be implemented to support career readiness of students (see grant narrative for additional information).	(f) WPUSD's two CTE Incentive Grants were implemented to support career readiness of students (see grant narrative for additional information).
(g) WPUSD's Agriculture Incentive Grant will continue to be implemented to support college and career readiness of students in the agriculture pathway (see grant narrative for additional information).	(g) WPUSD's Agriculture Incentive Grant was implemented to support college and career readiness of students in the agriculture pathway (see grant narrative for additional information).

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Interventions (a) Additional sections will be provided for at-risk students to enroll in an online credit recovery program during the school day to accelerate learning and ensure they meet graduation requirements. (b) Intervention support staff will be provided to schools to work with students not making adequate progress toward meeting college and career readiness. Such support staff will include, but not be limited to: paraprofessionals, intervention support providers, counselors, psychologists, behaviorists, peer tutors, and mental health specialist.	Interventions (a) Additional sections were provided for at-risk students to enroll in an online credit recovery program during the school day to accelerate learning and ensure they meet graduation requirements. (b) Intervention support staff was provided to schools to work with students not making adequate progress toward meeting college and career readiness. Such support staff included, but was not limited to: paraprofessionals, intervention support providers, counselors, psychologists, behaviorists, peer tutors, and mental health specialist.	See funding Goal 1, Action 4 Base Duplicate Counselors - see funding Goal 3, Action 1 Summer School - Certificated Salary, Employee Benefits Supplemental $0 Online Credit Recovery Program - Services & Other Operating Expenditures Supplemental $15,000 Additional sections for online credit recovery - Certificated Salary, Employee Benefits Supplemental $132,848	See funding Goal 1, Action 4 Base Duplicate Counselors - see funding Goal 3, Action 1 Summer School - Certificated Salary, Employee Benefits Supplemental $644 Online Credit Recovery Program - Services & Other Operating Expenditures Supplemental $15,000 Additional sections for online credit recovery - Certificated Salary, Employee Benefits Supplemental $136,842

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development & Collaboration (a) Administrators, teachers, counselors and other support staff will be provided AVID, AP, CTE, academic planning and other relevant training and coaching to support students' college and career readiness.	Professional Development & Collaboration (a) Administrators, teachers, counselors and other support staff were provided AVID, AP, CTE, academic planning and other relevant training and coaching to support students' college and career readiness.	See funding Goal 1, Action 5	See funding Goal 1, Action 5 Education Technology Coordinator - Certificated Salary, Employee Benefits Supplemental $64,766

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 3. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 3.	Direct School Site Allocations (a) School sites received supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 3. (b) School sites developed and had approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 3.	See funding Goal 1, Action 6	See funding Goal 1, Action 6

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We implemented the actions/services as described in the LCAP. AVID was fully implemented at the three comprehensive secondary sites as intended and three of our seven elementary schools implemented AVID elementary. Our college and career specialist took an assistant principal at one of our middle schools and we did not fully replace her. Instead we hired a part-time (0.2 FTE) counselor to support the college and career center. Counselors worked closely with students to update academic plans that encourage college and career readiness. Credit recovery and other intervention supports were provided to students to ensure progress toward college and career readiness. All CTE grants were implemented in alignment with the expectations of said grants to support the implementation and enhancement of the career pathways at LHS. Partnerships with Sierra College resulted in ongoing dual enrollment agreements. Teachers received various trainings to support them in providing effective instruction aligned with college and career readiness standards. We hired a part-time ed tech coordinator to support 21st century teaching and learning.

We have yet to approve and implement new requirements for graduation that better align with college and career readiness standards, but still plan to do so. We have decided to wait on this change until the new high school opens. Therefore, the changes will take place with the entering freshman classes of 2021-2022.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our measures of college and career readiness continue to highlight this as an area of need for us. The percentage of students who scored "exceeded" in ELA declined from 37% in 2076 to 33% in 2018. The percentage in Math also declined from 11% in 2017 to 8.5% in 2018. Our a-g rate hovers in the 36-37% range, while our county a-g rate is close to 60%.

We did see a 3.3% increase in our district's graduation rate, including a 17.7% increase for students with disabilities and a 5.7% increase for socioeconomically disadvantaged students. We also continue to see an increase in the number of students taking and passing AP courses/exams. 240 AP tests were administered in the 2017-18 school year, and 72.5% of those tests were scored a 3 or higher. We also continue to see students striving to receive the Seal of Biliteracy. Unfortunately, we will see slight drop in recipients of the State Seal of Biliteracy this school year (36 recipients instead of 46 from 2017-18), due to the additional requirement of formally testing students' oral language proficiency. 121 students in the class of 2018 received the Golden State Seal Merit Diploma.

Programatically, both AVID and CTE continue their district expansion. AVID Elementary at four of our elementary schools at the start of the 2018-2019 school year, with a fifth coming on board in the 2019-2020 school year. Our secondary schools continue to fill their AVID elective sections while also implementing AVID strategies school-wide. Additionally, our CTE program continues to grow at Lincoln High School. We now offer 12 pathways across 6 industry sectors, and we had 104 CTE completers in the class of 2018 (compared to 58 in the class of 2017).
We feel strongly that continued focus on AVID, college and career counseling, credit recovery and other intervention services, enhancement of CTE pathways, and access to rigorous coursework that we will continue to see progress in meeting our goal of all students becoming college and career ready.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

GOAL 3 - ACTION 4 - Education Technology Coordinator - New position created during the school year. To ensure students meet college and career readiness they must be technologically proficient. As a result, it was decided to add a part-time Education Technology Coordinator to support teachers in developing the skills to instruct students in a technology rich environment. Budget reallocated from ACTION 5 - Professional Development, Collaboration and Supplemental Resource.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

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We will be adding AVID at another elementary school (FSS) while we continue to support it at our existing AVID sites. We will continue to fund a part-time college and career specialist as well as an ed tech coordinator. We will be adding a full-time (temporary) counselor

at Phoenix High School with CSI funds to help improve their graduation rate. Lastly, we updated Metric #3 to be more realistic in expectations regarding improvements in A-G rates. It was adjusted from 5% increase annually to 3% increase annually.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

All students will be safe and actively engaged at school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Attendance Rate **18-19** 1. The district's average daily attendance will increase by 0.2% from the prior year or be at least 98%. **Baseline** The district's average daily attendance rate was 96.2% in 2015-2016.	1. The district's average daily attendance rate in 2017-18 was 95.8%. This is a decrease in 0.2% from the prior year. We did not meet our goal in this area.
Metric/Indicator 2. Truancy Rate **18-19** 2. The district's truancy rate will decrease by 1% from the prior year or be less than 2%. **Baseline** The district's truancy rate was 8.9% in 2014-2015. (This data is always one year behind.)	2. The state has moved from calculating a truancy rate to calculating a chronic absenteeism rate. The district's chronic absenteeism rate in 2017-18 was 0.5%, compared to 7.5% in 2016-17. While the data is reported differently, a 7% decrease definitely shows significant improvement.

Expected	Actual
Metric/Indicator 3. High School Dropout Rate **18-19** 3. The district's cohort high school dropout rate will decrease by 0.1% from the prior year. **Baseline** The district's cohort high school dropout rate was 6.4% in 2015-2016.	3. (This data is one year behind on DataQuest.) The district's adjusted grade 9-12 dropout rate was 2.4% in the 2016-17 school year. We met our goal.
Metric/Indicator 4. 8th Grade Dropout Rate **18-19** 4. The district's 8th grade dropout rate will be less than 1%. **Baseline** The district's 8th grade dropout rate in 2015-2016 was 1.1% (6 out of 549).	4. The district reported zero 8th grade dropouts in the 2017-18 school year. We met our goal.
Metric/Indicator 5. Suspension Rate **18-19** 5. The district's suspension rate will decrease by 0.2% from the prior year or be less than 3%. **Baseline** The district's suspension rate in 2014-2015 was 3.2%. (This data is always one year behind.)	5. The district's suspension rate in 2017-18 was 2.5%, a 0.5% decrease from the 2016-17 school year. We met our goal.
Metric/Indicator 6. Expulsion Rate **18-19** 6. The district's expulsion rate will be less than 0.25%. **Baseline** The district's expulsion rate in 2014-2015 was 0.0%. (This data is always one year behind.)	6. The district's expulsion rate in 2017-18 was .04%. We met our goal.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

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Action 1

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Youth Development (a) Teachers, support staff, and administrators will continue to receive training in youth development. (b) School sites will continue to refine their plans for implementing youth development supports and opportunities that ensure safety, relationships, engagement, community involvement, and skill building for youth. (c) Coaching and other supports will be provided to sites to ensure their success in implementing the youth development supports and opportunities.	Youth Development (a) Teachers, support staff, and administrators received training in youth development. (b) School sites refined their plans for implementing youth development supports and opportunities that ensure safety, relationships, engagement, community involvement, and skill building for youth. (c) Coaching and other supports were provided to sites to ensure their success in implementing the youth development supports and opportunities.	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Positive Behavior & Mental Health (a) Select school sites will continue to receive training and support to implement the PBIS framework. (b) A mental health specialist will support schools and students in need of mental health support. (c) A district resource officer will be provided to support school sites in preventing truancy and defiant	Positive Behavior & Mental Health (a) Select school sites received training and support to implement the PBIS framework. (b) A mental health specialist supported schools and students in need of mental health support. In addition, the district contracted with Wellness Together to provide additional mental health support to school sites. The support	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5 Mental Health Specialist - Certificated Salary, Employee Benefits Supplemental $115,122 District Resource Officer - Services & Other Operating Expenditures Supplemental $133,985	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5 Mental Health Specialist - Certificated Salary, Employee Benefits Supplemental $122,944 District Resource Officer - Services & Other Operating Expenditures Supplemental $119,500

behavior. The resource officer will conduct home visits, implement prevention programs to deter high risk behaviors, and provide intervention supports to at-risk students and their families. (d) District psychologists will provide mental health services to special education students per their IEPs. Additionally, they will do proper screenings and assessments of students referred for specialized services and make recommendations for services, etc. based on their expert analysis of assessment data.	consisted of group and individual counseling for students. (c) A district resource officer was provided to support school sites in preventing truancy and defiant behavior. The resource officer conducted home visits, implemented prevention programs to deter high risk behaviors, and provided intervention supports to at-risk students and their families. (d) District psychologists provided mental health services to special education students per their IEPs. Additionally, they completed proper screenings and assessments of students referred for specialized services and made recommendations for services, etc. based on their expert analysis of assessment data.	Psychologists - Certificated Salary, Employee Benefits Mental Health Funds $273,696	Psychologists - Certificated Salary, Employee Benefits Mental Health Funds $254,682 Mental Health Service Provider - Services & Other Operating Expenditures Supplemental $131,490

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
MTSS (a) The district MTSS team will finalize a comprehensive, district-wide MTSS plan and support site administrators in implementing the plan. (b) Once completed, the district MTSS team will monitor the implementation of the comprehensive, district-wide MTSS plan and evaluate	MTSS (a) TThe district MTSS team went through MTSS and UDL training and are developing a comprehensive, district-wide MTSS plan. A part-time MTSS Coordinator will be hired for the 2019-2020 school year with LPSBG funds.	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5	Professional Development, Collaboration and Supplemental Resources - See funding Goal 1, Action 5

appropriate data to make informed decisions about supports for schools and students.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 4. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 4.	Direct School Site Allocations (a) School sites received supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 4. (b) School sites developed and had approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 4.	See funding Goal 1, Action 6	See funding Goal 1, Action 6

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Transportation (a) Transportation will be provided to unduplicated students at no charge to ensure they get to school daily.	Transportation (a) Transportation was provided to unduplicated students at no charge to ensure they got to school daily.	Transportation - Direct Cost Transfer Supplemental $59,000	Transportation - Direct Cost Transfer $59,000 Supplemental $59,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions for goal #4 were implemented as noted in the LCAP. Youth Development training continues to be provided by the 15 staff trained as trainers. We have the internal capacity to train and support staff in implementing the youth development framework, which will allow us to continue moving forward in implementing youth development district-wide. Our Mental Health Specialist supported schools implementing PBIS. Staff were provided training and coaching throughout the year to ensure effective implementation of the PBIS framework. We developed a contract with Wellness Together to provide additional mental health support to all schools. Transportation was provided for low-income and foster youth who needed it at no cost. School sites used site allocated funds to support student engagement/leadership programs; bucket fillers, recess rangers, K kids are just a few of the many activities supported with site funds.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

WPUSD received a score of "green" (for the second consecutive year) for its annual suspension rate on the California School Dashboard. Our suspension rate in 2017- 2018 was 2.5% and declined 0.5% from the year prior. We also received a score of "blue" for our chronic absenteeism rate, showing a 7.3% decline from the prior year.

We feel strongly that staff members' willingness to embrace the tenets of Youth Development has directly (and positively) impacted our suspension rate and our chronic absenteeism rate.

We administered the 2017-2018 California Healthy Kids Survey (CHKS) in spring, 2018. Generally, our students reported feeling safe at school. They also widely reported being treated with respect by adults. Elementary-age students reported feeling a connectedness to school, and they generally felt like they encountered caring adults at school. As students progressed in grade levels, their connectedness to school and their belief that there were caring adults at school declined. One of our biggest areas of need (as reported by students in the CHKS) is for" meaningful participation" in school. Many students reported that they lack opportunities to participate in decision-making at the school or classroom level. One way we addressed this was by including high school students in our Youth Development district trainings; they attend alongside teachers and staff and participate equally in the training. We acknowledge that more needs to be done in this area.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

GOAL 4 - ACTION 2 - 1) Mental Health Service Provider - services added after LCAP approved there was an apparent need for additional mental health support so a contract with wellness together was established to provide additional support for students both individually and in small group. Funds reallocated from additional Supplemental Funds received from the State during the 2018/19 school year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Minimal changes are being made to this goal. We adjusted actions to account for changes in timelines around implementation of our district-wide MTSS plan. We also are hiring a part-time (0.4 FTE) MTSS coordinator with LPSBG funds to support completion and roll out of our MTSS plan. We will continue to support enhanced mental health services for students by contracting with Wellness Together. Lastly, we adjust Metrics #2 and #3 to better align with new state terms and reporting for chronic absenteeism and adjusted grad rate.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

All students will receive instruction in up-to-date and well-maintained environments.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Instructional Materials **18-19** 1. All students will have access to standards-aligned instructional materials. **Baseline** All students have access to standards-aligned instructional materials.	1. All students have access to standards-aligned instructional materials.
Metric/Indicator 2. Adequacy of Facilities **18-19** 2. All school facilities will receive adequate (in good repair) rating, as measured by FIT. **Baseline** All school facilities have adequate (in good repair) ratings, as measured by FIT.	2. All school facilities have adequate (in good repair) ratings, as measured by FIT.
Metric/Indicator 3. Technology Standard **18-19**	3. In August 2018, the district hired a part-time Coordinator of Educational Technology. The coordinator has been working with the district's site tech

Expected	Actual
The district standard for technology will be documented in an updated district technology plan. **Baseline** There is no current district standard for technology in schools and classrooms.	trainers to fully update the district's technology plan, which includes a section detailing the district standard for technology. This work is still in progress.
Metric/Indicator 4. Improvements to Technology and Facilities **18-19** 4. Improvements to technology and facilities will be made in order of priority. **Baseline** Improvements to technology and facilities are currently made in order of priority, within the confines of the available budget.	4. Improvements to technology and facilities are currently made in order of priority, within the confines of the available budget.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Technology (a) The district standard for technology in schools and classrooms will be implemented for all new construction. The district standard for technology will be documented in an updated district technology plan. (b) Technologies will be updated, replaced, or added in order of priority and in accordance with the district standard for technology.	Technology (a) The district standard for technology in schools and classrooms was implemented for all new construction. The district standard for technology was documented in an updated district technology plan. (b) Technologies were updated, replaced, or added in order of priority and in accordance with the district standard for technology.	Technology Budget - Computer Replacement - Books and Supplies Base $300,000	Technology Budget - Computer Replacement - Books and Supplies $300,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintenance (a) School facilities and grounds will be well maintained and improvement needs will be assessed. Improvements will be made in order of priority.	Maintenance (a) School facilities and grounds were well maintained and improvement needs were assessed. Improvements were made in order of priority.	Routine Repair & Maintenance Program - Classified Salary, Employee Benefits, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Base $1,877,987 Maintenance, Operations & Custodial Services Program - Classified Salary, Employee Benefits, Employee Benefits, Base $1,739,546	Routine Repair & Maintenance Program - Classified Salary, Employee Benefits, Employee Benefits, Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Base $2,007,152 Maintenance, Operations & Custodial Services Program - Classified Salary, Employee Benefits, Employee Benefits, Base $1,693,346

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Measure A and Measure N School Bonds (a) Improvements to technology and facilities at GEMS will continue to be made in accordance with the Measure N Bond. (b) Plans to build a new high school in the Twelve Bridges area will be implemented in accordance with the Measure A Bond and construction will begin. (c) Construction of a new elementary school in the Lincoln Crossing area will occur in accordance with the Measure N Bond.	Measure A and Measure N School Bonds (a) Improvements to technology and facilities at GEMS were made in accordance with the Measure N Bond. (b) Plans to build a new high school in the Twelve Bridges area were implemented in accordance with the Measure A Bond and construction began. (c) Construction of Scott M. Leaman Elementary in the Lincoln Crossing area began in accordance with the Measure N Bond.	Measure A Bond - Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Other $14,820,000 Measure N Bond - Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Other $30,596,178	Measure A Bond - Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Other $9,290,564 Measure N Bond - Books and Supplies, Services & Other Operating Expenditures, Capital Outlay Other $13,023,242

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 5. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 5.	Direct School Site Allocations (a) School sites received supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 5. (b) School sites developed and had approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 5.	See funding Goal 1, Action 6	See funding Goal 1, Action 6

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We have implemented the actions/services as indicated in the LCAP. We made significant improvements to technology and facilities. Below is a summary of actions taken during the 2018-2019 school year in accordance with LCAP.

Maintenance Projects:
LHS

- Permit Boiler in girls locker room
- 2 new exterior LED lights at New Gym
- 2 new LED lights exterior stadium
- 3 new LED on visitor side stadium
- Replaced 1 LED light pole – insurance claim
- New fence in alley way

- New fence to block off HVAC on 2 classrooms
- Install rock around 19 portables
- Paint rooms 34 – 48 classrooms
- Repair the skirting and ramps for Classrooms 34-48 classrooms
- Replace all outside lighting for classrooms 34-48 classrooms
- Replace all exterior signs for portable restrooms and classrooms 34-48
- New carpet inside theater
- New wallpaper for theater
- Replace 71 theater seats
- Install Barracudas
- Install Feminine Hygiene dispensers
- Paint snack shack by stadium

TBE
- Repaired water leak on Boiler
- Repaired water leak on Chiller
- Replaced new fire panel

TBM
- Replace 35 seats inside the MPR
- Refurbish Trash Compactor
- New hoist for the basketball hoop
- Install Feminine Hygiene dispensers

FSS
- Replace all the clocks to atomic wireless
- New Slurry seal for playground
- Repair several asphalt repairs
- New Striping for Playground
- Replace 2 new restrooms FRP
- Replace 3 new floors for restrooms
- Replace and repair back patio deck
- New Fence in front of special needs classrooms

COES
- New Slurry seal for playground
- Repair several asphalt repairs
- New Striping for Playground

CCC
- Install Room 9 &10 new carpet
- New Slurry seal for playground
- Repair several asphalt repairs
- New Striping for playground

LCE
- Refurbish Trash Compactor
- Added chiller to water fountains
- Installed 2 new gates

FRE
- Repaired PA system
- Replaced the sewer septic pump
- Added new gate to front of the school

GEMS
- Install pea-gravel walk way
- Installed mini-split HVAC
- Install Feminine Hygiene dispensers

FARM
- Replaced all inside and outside LED lights in 4 classrooms

Warehouse
- Refurbish scissor lift
- Refurbish 2 grounds trailers
- Epoxy warehouse floor
- Refurbished new Maintenance Office
- Install hot water sink
- Move 2 new sheds for maintenance and grounds

District Wide Fire Inspection and repair

234

Facilities Projects:
Reroofing Projects - New single ply roofing system on Dale Pence Gymnasium and roof seal coating on HVAC ductwork on Performing Arts Building at Lincoln High School

Measure A Bond Projects - Completed project design and Division of State Architect approvals for Twelve Bridges High School and started construction March 2019.
Measure N Bond Projects - Completed project design and Division of State Architect approvals for Scott M. Leaman Elementary School and started construction April 2019. 90% completion of construction of new library/classrooms building at Glen Edwards Middle School (Phase I). Completed design and Division of State Architect approvals for new gymnasium/band room building, administration addition, and modernization of existing school buildings (Phase II). Start Construction of Phase II June 2019.
Lincoln High School - Addition of 5 portable classrooms on site for growth and Replacement of scoreboard at stadium.
Creekside Oaks Elementary School - Replacement of playground structure and ADA improvements for accessibility.

Technology Projects:
Added ~1,500 Chrome devices district wide
Replaced phone system at Phoenix High School with IP phone system
Replaced Bell/PA system at First Street Elementary
Replaced Bell/PA system at Phoenix High School
Installed 20 projectors throughout the District .
Increased network speed from 1.5 Mbps to 1Gbps at Maintenance/Transportation building
Installed battery backup at Creekside Oaks.
Installed battery backup at Phoenix
Virtualized read only domain controller
Installed wireless at maintenance/transportation building
Optimized wireless coverage at Lincoln High School

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our schools are in better repair and technologies have been updated throughout the district. The facilities, maintenance and technology departments have worked hard to prioritize needs and support schools in enhancing their environments and technologies.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

GOAL 5 - ACTION 3 1) Measure A & N Bonds are multi-year facilities bond projects that will occasionally experience delays in progress due to State and Environmental compliance issues. Budgets are based on full completion and estimated actuals are based on progress to date. Both projects remain on track for completion by the original timelines.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes are being made.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 6

All parents will be actively engaged in their child's learning and school community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1. Parent Involvement Plan **18-19** 1. A comprehensive district parent involvement plan will be completed and board approved. **Baseline** There is no district parent involvement plan.	1. A draft of a parent involvement plan has been written. It has yet to be completely finalized and board approved.
Metric/Indicator 2. Parent Involvement in School Sponsored Events **18-19** 2. Baseline data of parent involvement in school sponsored events will be collected. **Baseline** A system for collecting data regarding parent involvement has not yet been developed.	2. A system for collecting data regarding parent involvement has still not been developed.

Expected	Actual
Metric/Indicator 3. Parent Use of Student Information Systems **18-19** 3. Parents' use of district sponsored student information systems will increase by 5%. **Baseline** As of April 2017, Schoology (at secondary schools) has been visited 66,098 times in the 2016-2017 school year and Jupiter Ed (at elementary schools) has been visited by 292 families.	3. As of April 2019, Schoology (at secondary schools) has been visited 129,587 times. This is a two-fold increase since 2017. Jupiter Ed is no longer supported at the district level, so there is no data available.
Metric/Indicator 4. Parent Participation in Continuing Education **18-19** 4. Parent participation in district sponsored continuing education will increase by 2%. **Baseline** From September through May, three classes were offered in the evenings (ESL, GED Preparation, and computer literacy). Approximately 50-60 parents attended at least one of the classes over the course of the year. Additionally, three Latino Literacy courses were offered at various times of day during the spring. Another 25-30 parents attended at least one Latino Literacy course.	4. From September through May, two classes are offered in the evenings (ESL and GED Preparation). Our enrollment in these classes has declined from the prior year. Approximately 35 parents have attended at least one of the classes this school year, compared to approximately 50 parents attending last year. We have added other parent education options this year, which we feel our parents are choosing to attend in lieu of the classes mentioned above: • Parent Institute for Quality Education (PIQE) -- 11 graduates • Creekside Oaks Elementary Parent Empowerment Nights (a series of events) -- attendence varies • Lincoln High School Parent Education Nights (tied to ELAC meetings) at Lincoln High School -- attendance varies • Vaping Information Night (in cooperation with the Coalition for Auburn and Lincoln Youth) -- 100 attendees

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Education (a) Parent education will be provided through evening continuing education classes,	Parent Education (a) Parent education was provided through evening continuing education classes, collaboration	Parent/Continuing Education - Classified Salary, Employee Benefits Title I $6,000	Parent/Continuing Education - Classified Salary, Employee Benefits Title I $10,165

collaboration with regional adult schools, and other avenues. (b) Data regarding parent education will be collected.	with regional adult schools, and other avenues. (b) Data regarding parent education was collected.	Parent/Continuing Education - Classified Salary, Employee Benefits Title III $6,000	Parent/Continuing Education - Classified Salary, Employee Benefits Title III $0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Involvement (a) A comprehensive district parent involvement plan will be developed.. (b) Schools will solicit parent volunteers to support student learning and school projects. (c) Teachers will utilize Schoology/Turnitin at the secondary schools and PowerSchool/Illuminate at the elementary schools to support parents in accessing student learning information online and in communicating with teachers and administration. Additionally, they will provide parents with resources to support learning at home. (d) Bilingual parent/school/community liaisons will work to increase the overall number of parent volunteers, focusing specifically on parents of unduplicated students.	Parent Involvement (a) A comprehensive district parent involvement plan was developed. (b) Schools solicited parent volunteers to support student learning and school projects. Some schools covered the cost of fingerprinting to entice more volunteers. The district is pursing ways to provide TB testing to further support volunteers. (c) Teachers utilized Schoology/Turnitin at the secondary schools and PowerSchool/Illuminate at the elementary schools to support parents in accessing student learning information online and in communicating with teachers and administration. Additionally, they provided parents with resources to support learning at home. (d) Bilingual parent/school/community liaisons worked to increase the overall number of parent volunteers,	Schoology/Turnitin - Services & Other Operating Expenditures Supplemental $39,719 Parent/School/Community Liaisons (3.0 FTE) - Certificated Salary, Employee Benefits Supplemental $158,100	Schoology/Turnitin - Services & Other Operating Expenditures Supplemental $41,097 Parent/School/Community Liaisons (3.0 FTE) - Certificated Salary, Employee Benefits Supplemental $147,481

	focusing specifically on parents of unduplicated students.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Communication & Collaborative Decision Making (a) District and site administrators will actively seek out a diverse population of parents to participate on collaborative decision- making committees, such as DAC, SSC, LCAP, etc. (b) Bilingual parent/school/community liaisons will support collaborative decision-making and communication by facilitating discussions and encouraging two-way communication between parents and school/district staff. Parents of unduplicated students will be their target audience.	Communication & Collaborative Decision Making (a) District and site administrators sought out a diverse population of parents to participate on collaborative decision- making committees, such as DAC, SSC, LCAP, etc. (b) Bilingual parent/school/community liaisons supported collaborative decision-making and communication by facilitating discussions and encouraging two-way communication between parents and school/district staff. Parents of unduplicated students were their target audience.	Parent/School/Community Liaisons - see funding Goal 6, Action 2	Parent/School/Community Liaisons - see funding Goal 6, Action 2

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Community Involvement (a) District and site administrators will actively seek out community organizations such as PAL, Rotary, Chamber of Commerce, Knights of Columbus, SCHOOLS, etc. to	Community Involvement (a) District and site administrators actively sought out community organizations such as PAL, Rotary, Chamber of Commerce, Knights of Columbus, SCHOOLS,	Parent/School/Community Liaisons - see funding Goal 6, Action 2	Parent/School/Community Liaisons - see funding Goal 6, Action 2

partner with in ensuring all students' achievement and success. (b) Bilingual parent/school/community liaisons will continue to work to enhance community relationships and develop partnerships with community organizations that directly benefit parent of unduplicated students.	etc. to partner with in ensuring all students' achievement and success. (b) Bilingual parent/school/community liaisons worked to enhance community relationships and develop partnerships with community organizations that directly benefit parent of unduplicated students.		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Direct School Site Allocations (a) School sites will receive supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 6. (b) School sites will develop and have approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 6.	Direct School Site Allocations (a) School sites received supplemental and base funding to provide additional supports for teachers, support staff, and students that are aligned with Goal 6. (b) School sites developed and had approved a plan (SPSA for Title I schools) that outlines how their supplemental funding will be used to support Goal 6.	Direct School Site Allocations See funding Goal 1, Action 6	Direct School Site Allocations See funding Goal 1, Action 6

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Three full-time parent/school/community liaisons continued to assist families in navigating our educational system. These liaisons worked closely with unduplicated pupils' families (English Learner families, in particular) to ensure they were equipped with the skills to effectively support their children's academic experiences. They also worked closely with other district staff to ensure appropriate resources and supports were provided to students and families.

The district also offered continuing education classes for parents throughout the school year: GED Preparation and English as a Second Language (ESL). Approximately 30-40 parents participated. We also offered PIQE (Parent Institute for Quality Education) at Creekside Oaks Elementary School in the fall of 2018. Approximately 15 parents attended and graduated from the program.

Large volumes of secondary school parents utilized Schoology to communicate with their students' teachers and learn about school events, We no longer support a similar online platform at the elementary level. All schools' websites and the district's website have been revamped to improve usability and to make information more accessible to mobile devices, and we now have a district marketing and communications coordinator who helps push information out on a variety of social media platforms.

We have completed a draft strategic plan that focuses on increasing parent engagement and anticipate board approval in 2019-2020.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The addition of three parent/school/community liaisons continues to have a significant impact on parent involvement in our schools. The increased ability to communicate at all school sites has greatly improved parents' engagement and participation at our schools. With regard to the liaisons, feedback from parents continues to be extremely positive. DAC/DELAC committee members share that they feel more welcome, connected and valued at their respective schools than they have in years past, and they continue to identify the liaisons as the most important resources allocated with LCFF funds. In looking at our data this year, Spanish-speaking parents accessed the liaisons at much higher ratio than English-speaking (or other language-speaking) parents. Our work to increase our outreach with all parent groups continues.

We are fortunate to host some continuing education classes for our parents, including English as a Second Language (ESL) and GED Prep. Going forward, we would like to increase attendance at those classes and seminars, and we would like to widen the scope of offerings as well. We hope to bring the Parent Institute of Quality Education (PIQE) back to our district next year. Additionally, we would like to increase attendance at our quarterly parent stakeholder meetings (DAC/DELAC) to ensure that a wide variety of parents' voices are being heard.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

GOAL 6 ACTION 1 1) Parent/Continuing Education - Due to reduction in Title II funding - evening support classes provided through Supplemental and Title I funds.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There are no changes being made.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

LCAP Committee Meetings - October 18, 2018; November 15, 2018; January 17, 2019; February 21, 2019; April 23, 2019; May 16, 2019

The LCAP Committee consisting of representatives from classified and certificated administration and classified and certificated associations met to participate in activities around the data, the 8 state priorities, and the LCAP goals and actions to provide input for the annual update and resulting revised 2017-2020 LCAP actions and annual measurable objectives. The draft of the updated 2017-2020 LCAP was then shared with the Committee, which showed alignment with the input gathered from the group at previous input meetings, and further input was solicited.

DELAC/DAC Meetings - October 25, 2018; February 28, 2019; March 28, 2019; May 2, 2019

DELAC/DAC Parent Committee was asked for input regarding the actions they would like to see related to the 8 state priorities and related LCAP goals. The preliminary draft of the LCAP was then shared with the DELAC/DAC Committee, which showed alignment with the input gathered from the group at previous input meetings, and further input was solicited. English learner high school students were present during these DELAC/DAC meetings and also provided input.

Admin PLC Meetings - September 7, 2018; November 5, 2018; December 3, 2018; January 10, 2019; February 25, 2018; March 25, 2019 (Secondary); April 8, 2019 (Elementary)

The school site administration met with district administration during monthly Admin PLC meetings to provide information for the annual update and input for the next steps and needs related to the LCAP goals, annual measurable objectives, and actions. Site administrator input was reflective of input they solicited from staff, students, and parents at their respective school sites.

Public Hearing and LCAP Draft to Board of Trustees - June 4, 2019

Opportunity for Public Comment - May through June 2019

Final Approval of LCAP - Board of Trustees - June 18, 2019

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

1. The LCAP Committee supported the District in reviewing/analyzing the 2017-2018 and available 2018-2019 actual measurable outcomes as compared to what was/is expected.
2. The LCAP Committee reviewed the 2018-2019 actions implemented and provided input as to their effectiveness.
3. The LCAP Committee gave input into the revision of expected measurable outcomes for 2019-2020.
4. The LCAP Committee provided input regarding programs/actions/staffing they would like implemented (or refined/enhanced) to support attainment of the expected measurable outcomes.

The committee continues to support the District's perspective that due to the infancy of our data and our ability to adequately compare data over time that we cannot with confidence determine what programs/actions/staffing are having positive or negative impact on student achievement. Given this, it was concluded that we should continue to fund programs/actions/ staffing with only minor tweaks. Furthermore, there was continued discussion regarding the work we must do to thoroughly analyze our programs/actions/staffing to determine their effectiveness.

The DAC/DELAC Committee provided considerable feedback about both the effectiveness of current programs and the need to expand/add programs to benefit our students. They also provided input for the LCAP Annual Update and feedback related to changes in the 2019-2020 portion of the LCAP. The DAC/DELAC Committee reviewed the draft LCAP before it was presented to the Board of Trustees for approval.

The DAC/DELAC committee continues to feel strongly that the targeted after school tutoring program needs to be grown; they have seen a direct positive impact on their own children's academic achievement. The committee continues to request more tutors and more hours when the budget allows. The committee also feels strongly about the AVID program. They were pleased to see that we are added and continue to add AVID to our elementary schools. Our DAC/DELAC Committee continues to be most thankful for the addition of our three parent/school/community liaisons. The increased ability to communicate at all school sites has greatly improved parents' engagement and participation at our schools. Committee members state that they feel more welcome and more a part of their school communities than they have in years past.

Site administration provided input and data regarding the successes and struggles in the 2018-2019 actions relative to the goals. Discussions concluded with them revising their major focus areas and corresponding non-negotiables for their work in the 2019-2020 school year. Administrators will be provided targeted professional development and coaching to support their success in adhering to the non-negotiables. Administration continues to be concerned about math scores and college and career readiness.

The public hearing was held and there were no comments from the public.

The LCAP was posted on the main page of the district website with a link to the Superintendent's email; zero (0) comments were received.

The board approved the LCAP.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

All students will meet or exceed grade level standards in core academic areas.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

We saw overall academic gains in both English and Math, with a growth rate of 1% and 6%, respectively, in the amount of students scoring "Met" (3) or "Exceeded" (4) on state testing. We have seen small gains in math achievement among our socioeconomically disadvantaged students and our students with disabilities. However, English Learners continue to perform far below "all students" in English and Math, with a 45% fewer English Learners achieving proficiency in English compared to "all students" and 36% fewer English Learners achieving proficiency in math. Unfortunately, our English Learner achievement gap is growing.

Our academic performance in math continues to lag behind similar districts, and it continues to remain far below our English Language Arts performance. Of particular concern to us is the fact that our Math and English Language Arts performance is equitable in 3rd grade, with only a 2% discrepancy across subjects (62% of students scoring "met" or "exceeded" in Math and 60% in English Language Arts). Yet, our academic performance grows increasingly disparate across higher grades. Students have a 17% discrepancy between Math and English Language Arts performance in 5th grade, and that stretches to 33% in the 11th grade.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1. District SBAC Data for English Language and Mathematics	Our current "Average Distance from Level 3" for all students in ELA is 7.2 points above Level 3 and in Math is 14.5 points below Level 3. Our current "Average Distance from Level 3" for our significant subgroups in ELA and Math are as follows: Spec Ed -- 65.6 pts below in ELA and 83 pts below in Math Socio-Economically Disadvantaged -- 25.8 pts below in ELA and 46.3 pts below in Math English Learners -- 39 pts below in ELA and 58.7 pts below in Math Hispanic or Latino -- 20.3 pts below in ELA and 43.5 pts below in Math White -- 18.6 pts above in ELA and 2.1 pts below in Math	1. The district's change in "Average Distance from Level 3" will increase by at least 10 points from the prior year, for all students and significant subgroups, in English Language Arts and Mathematics.	1. The district's change in "Average Distance from Level 3" will increase by at least 5 points from the prior year, for all students and significant subgroups, in English Language Arts and Mathematics.	1. The district's change in "Average Distance from Level 3" will increase by at least 5 points from the prior year, for all students and significant subgroups, in English Language Arts and Mathematics.
2. District Benchmark Assessment Data for English Language Arts and Mathematics	There is no baseline. The baseline data will be established in 2017-2018.	2. As this is a baseline year for benchmark data, 60% of all students in grades 2-11 will meet or exceed standard as	2a. The percentage of of students in grades K-8 who perform "on or above level," as measured by three	2a. The percentage of of students in grades K-8 who perform "on or above level," as measured by three

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		measured by both district benchmarks in English Language Arts. 50% of all students in grades 2-11 will meet or exceed standard as measured by both district benchmarks in Mathematics.	iReady diagnostic assessments in English Language Arts and Math , will be 50%. 2b. The percentage of of students in grades 9-11 who meet or exceed standard as measured by both district benchmarks in English Language Arts and Math will increase by 5% from the prior year.	iReady diagnostic assessments in English Language Arts and Math, will increase 3% from the prior year. 2b. The percentage of of students in grades 9-11 who meet or exceed standard as measured by both district benchmarks in English Language Arts and Math will increase by 5% from the prior year.
3. Student Grades	The percentage of secondary students meeting or exceeding "C" or better in core areas were as follows: • English: 84% • Science: 74% • Math: 77% • History: 71%	3. At least 75% of all secondary students will meet or exceed standards ("C" or better) in all core areas, as measured by semester report card grades.	3. At least 75% of all secondary students will meet or exceed standards ("C" or better) in all core areas, as measured by semester report card grades.	3. At least 70% of all secondary students will meet or exceed standards ("C" or better) in all core areas, as measured by semester report card grades.
4. Students Receiving Special Education Services	12.3% of students received Special Education services in 2016-2017.	4. The percentage of all students receiving special education services will decrease by 0.5% from the prior year or be 9% or less.	4. The percentage of all students receiving special education services will decrease by 0.5% from the prior year or be 9% or less.	4. The percentage of all students receiving special education services will decrease by 0.5% from the prior year or be 9% or less.
5. Highly Qualified Teachers	All teachers assigned for the 2016-2017 school year were highly qualified and	5. All teachers will be highly qualified and appropriately	5. All teachers will be highly qualified and appropriately	5. All teachers will be highly qualified and appropriately

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	appropriately credentialed for their teaching assignment(s).	credentialed for their teaching assignment(s).	credentialed for their teaching assignment(s).	credentialed for their teaching assignment(s).

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Core Curriculum & Resources (a) English language arts action teams will continue to work with site administration	Core Curriculum & Resources (a) English language arts PLCs will continue to work with site administration	Core Curriculum & Resources (a) English language arts PLCs will continue to work with site administration

and educational services' support staff to refine curriculum maps and instructional guides for English language arts (grades TK-12) that are aligned with CA standards and SBAC assessment targets. Grade TK-5 teachers will implement newly adopted instructional materials to support their instructional alignment with the new CA standards. Grade 6-10 teachers will pilot and adopt new materials for ELA. Grade 11-12 teachers will continue to update existing materials to support their standards-based instruction and alignment with AP and ERWC course requirements.

(b) Math action teams will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for mathematics (grades TK-Integrated III) that are aligned with CA standards and SBAC assessment targets. Additionally, they will continue to evaluate and refine instructional materials and strategies to ensure students meet or exceed grade level standards.

(c) Science action teams will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for science (grades TK-Physics) that are aligned with NGSS and anticipated assessment targets. Additionally, they will continue to identify and purchase instructional materials/resources needed to ensure students meet or exceed grade level standards.

and educational services' support staff to refine curriculum maps and instructional guides for English language arts (grades TK-12) that are aligned with CA standards and SBAC assessment targets. Grade TK-5 teachers will continue to implement newly adopted instructional materials to support their instructional alignment with the new CA standards. Grade 6-10 teachers will implement newly adopted instructional materials to support their instructional alignment with the new CA standards. Grade 11-12 teachers will continue to update existing materials to support their standards-based instruction and alignment with AP and ERWC course requirements.

(b) Math PLCs will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for mathematics (grades TK-Integrated III) that are aligned with CA standards and SBAC assessment targets. Additionally, they will continue to evaluate and refine implementation of instructional materials and strategies to ensure students meet or exceed grade level standards.

(c) Science PLCs will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for science (grades TK-Physics) that are aligned with NGSS and anticipated assessment targets. Additionally, they will continue to identify and purchase instructional

and educational services' support staff to refine curriculum maps and instructional guides for English language arts (grades TK-12) that are aligned with CA standards and SBAC assessment targets. Additionally, they will evaluate and refine implementation of instructional materials and strategies to ensure students meet or exceed grade level standards.

(b) Math PLCs will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for mathematics (grades TK-Integrated III) that are aligned with CA standards and SBAC assessment targets. Additionally, they will continue to evaluate and refine implementation of instructional materials and strategies to ensure students meet or exceed grade level standards.

(c) Science PLCs will work with site administration and educational services' support staff to pilot and adopt new instructional materials (grades K-12) that are aligned with the new science framework and NGSS standards.

(d) Social Science PLCs will continue to pilot and then select instructional materials (grades 6-12) to adopt for use. They will work with site administration and educational services' support staff to establish curriculum maps that are aligned with the new CA framework for history/social science and the CA literacy standards for social science. Additionally,

(d) Social Science action teams will continue work with site administration and educational services' support staff to refine curriculum maps and instructional guides for social science (grades 6-12) that are aligned with the new CA framework for history/social science and the CA literacy standards for social science. Additionally, they will continue to identify and purchase instructional materials/resources needed to ensure students meet or exceed grade level standards.

(e) Intervention resources for students not making progress toward meeting standard in core areas will be provided. The focus of intervention will primarily be on improving achievement in literacy and math.

(f) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that all students are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.

materials/resources needed to ensure students meet or exceed grade level standards.

(d) Social Science PLCs (grades 6-12) will work with site administration and educational services' support staff to pilot and adopt new instructional materials that are aligned with the new CA framework for history/social science and the CA literacy standards for social science.

(e) i-Ready intervention curriculum for students not making progress toward meeting standard in ELA and math will be implemented.

(f) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that all students are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.

they will evaluate and refine implementation of instructional materials and strategies to ensure students meet or exceed grade level standards.

(e) i-Ready intervention curriculum for students not making progress toward meeting standard in ELA and math will be implemented.

(f) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on ensuring that all students are provided a guaranteed and viable curriculum and access to resources to support them in meeting or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$67,565	$94,274	$98,704
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Assistant Superintendent of Educational Services - Certificated Salary, Employee Benefits	Assistant Superintendent of Educational Services - Certificated Salary, Employee Benefits	Assistant Superintendent of Educational Services - Certificated Salary, Employee Benefits
Amount	$73,438	$111,510	$116,781
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Director of Educational Services - Certificated Salary, Employee Benefits	Director of Educational Services - Certificated Salary, Employee Benefits	Director of Educational Services - Certificated Salary, Employee Benefits
Amount	$28,909	$47,407	$49,303
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Administrative Assistant for Educational Services - Certificated Salary, Employee Benefits	Administrative Assistant for Educational Services - Certificated Salary, Employee Benefits	Administrative Assistant for Educational Services - Certificated Salary, Employee Benefits
Amount	$300,000	$300,000	$300,000
Source	Base	Base	Base
Budget Reference	Instructional Materials - IMF - Books and Supplies	Instructional Materials - IMF - Books and Supplies	Instructional Materials - IMF - Books and Supplies
Amount	$162,925	$169,650	$170,850
Source	Lottery	Lottery	Lottery
Budget Reference	Instructional Materials - Teacher Lottery Allocation - Books and Supplies	Instructional Materials - Teacher Lottery Allocation - Books and Supplies	Instructional Materials - Teacher Lottery Allocation - Books and Supplies

Amount	$266,049	$319,968	$357,750
Source	Lottery	Lottery	Lottery
Budget Reference	Instructional Materials - Restricted Lottery - Books and Supplies	Instructional Materials - Restricted Lottery - Books and Supplies	Instructional Materials - Restricted Lottery - Books and Supplies
Amount			$143,760
Source			Supplemental
Budget Reference			i-Ready Intervention Curriculum for ELA and Math

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Effective First Instruction	Effective First Instruction	Effective First Instruction

(a) All teachers will utilize effective, research-based instructional practices to ensure students meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding; providing relevant independent assignments/projects; providing frequent, targeted feedback to students on their progress; and creating a positive learning environment where students are safe and actively engaged.

(b) Administrators will receive professional development and coaching around effective first instruction; they will work to define what it is and how to effectively observe and provide feedback to support teachers in improving their instructional practices.

(c) Teachers and administrators will participate in informal walkthroughs to identify effective first instruction taking place and to discuss areas for growth as a school.

(d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on effective first instruction to support students in meeting or exceeding specified learning targets.

(a) All teachers will utilize effective, research-based instructional practices to ensure students meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding; providing relevant independent assignments/projects; providing frequent, targeted feedback to students on their progress; and creating a positive learning environment where students are safe and actively engaged.

(b) Administrators will continue to receive professional development and coaching around effective first instruction and teacher feedback. They will regularly observe and provide feedback on classroom instruction to effectively support teachers in improving their instructional practices.

(c) Teachers and administrators will participate in informal walkthroughs to identify effective first instruction taking place and to discuss areas for growth as a school.

(d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on effective first instruction to support students in meeting

(a) All teachers will utilize effective, research-based instructional practices to ensure students meet or exceed grade level standards. Such practices will include, but not be limited to: communicating clear learning/language objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning; providing guided (gradual release) practice with scaffolds, ample DOK 3 & 4 questions, and frequent checks for understanding; providing relevant independent assignments/projects; providing frequent, targeted feedback to students on their progress; and creating a positive learning environment where students are safe and actively engaged.

(b) Administrators will continue to receive professional development and coaching around effective first instruction and teacher feedback. They will regularly observe and provide feedback on classroom instruction to effectively support teachers in improving their instructional practices.

(c) Teachers and administrators will participate in informal walkthroughs to identify effective first instruction taking place and to discuss areas for growth as a school.

(d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs that are focused on effective first instruction to support students in meeting

Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.	or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.	or exceeding specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, and other relevant artifacts.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$27,507,341	$29,222,225	$30,689,517
Source	Base	Base	Base
Budget Reference	Teachers - Certificated Salary, Employee Benefits	Teachers - Certificated Salary, Employee Benefits	Teachers - Certificated Salary, Employee Benefits
Amount	$2,505,978	$2,526,442	$2,503,703
Source	Base	Base	Base
Budget Reference	Site Administrators - Certificated Salary, Employee Benefits	Site Administrators - Certificated Salary, Employee Benefits	Site Administrators - Certificated Salary, Employee Benefits

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Progress Monitoring (a) Teachers will administer two district benchmark assessments in ELA and mathematics to students in grades 2-11. (b) Teachers will administer three diagnostic assessments in ELA and mathematics to students in grades K-8. (c) Teachers will utilize district supported student information systems (i.e., PowerSchool, Schoology, Illuminate, etc.) to record and monitor student progress. (d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop and administer common formative assessments (at least one per month) to assess student progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts.	Progress Monitoring (a) Teachers in grades K-8 will administer three i-Ready diagnostic assessments in ELA and mathematics. Assessment results will be used as one measure to evaluate student progress, instructional effectiveness, and to determine appropriate interventions supports for accelerating learning. (b) Teachers in grades 9-11 will administer at least two district developed benchmark assessments in ELA and mathematics. Assessment results will be used as one measure to evaluate student progress, instructional effectiveness, and to determine appropriate interventions supports for accelerating learning. (c) Teachers will utilize district supported student information systems (i.e., PowerSchool, Schoology, Illuminate, i-Ready, etc.) to record and monitor student progress.	Progress Monitoring (a) Teachers in grades K-8 will administer three i-Ready diagnostic assessments in ELA and mathematics. Assessment results will be used as one measure to evaluate student progress, instructional effectiveness, and to determine appropriate interventions supports for accelerating learning. (b) Teachers in grades 9-11 will administer at least two district developed benchmark assessments in ELA and mathematics. Assessment results will be used as one measure to evaluate student progress, instructional effectiveness, and to determine appropriate interventions supports for accelerating learning. (c) Teachers will utilize district supported student information systems (i.e., PowerSchool, Schoology, Illuminate, i-Ready, etc.) to record and monitor student progress.

(e) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and other support staff will work closely with site administration to monitor unduplicated pupils' (and other identified at-risk students) progress toward meeting or exceeding grade level standards and support teachers and other relevant staff in providing appropriate intervention services to identified at-risk students.	(d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop and administer common formative assessments (at least one per month) to assess student progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts. (e) The director of supplemental programs & accountability, coordinator for homeless & foster youth, and other support staff will work closely with site administration to monitor unduplicated pupils' (and other identified at-risk students) progress toward meeting or exceeding grade level standards and support teachers and other relevant staff in providing appropriate intervention services to identified at-risk students.	(d) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to develop and administer common formative assessments (at least one per month) to assess student progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, Illuminate, and other relevant artifacts. (e) The director of supplemental programs & accountability, coordinator for homeless & foster youth, MTSS coordinator, and other support staff will work closely with site administration to monitor unduplicated pupils' (and other identified at-risk students) progress toward meeting or exceeding grade level standards and support teachers and other relevant staff in providing appropriate intervention services to identified at-risk students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$31,126	$30,350	$31,789
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Coordinator of Homeless & Foster Youth Services - Certificated Salary, Employee Benefits	Coordinator of Homeless & Foster Youth Services - Certificated Salary, Employee Benefits	Coordinator of Homeless & Foster Youth Services - Certificated Salary, Employee Benefits

Amount	$8,465	$8,274	$8,004
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Administrative Assistant for Homeless & Foster Youth Services - Classified Salary, Employee Benefits	Administrative Assistant for Homeless & Foster Youth Services - Classified Salary, Employee Benefits	Administrative Assistant for Homeless & Foster Youth Services - Classified Salary, Employee Benefits
Amount	$77,443	$122,283	$128,100
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Director of Supplemental Programs & Accountability - Certificated Salary, Employee Benefits	Director of Supplemental Programs & Accountability - Certificated Salary, Employee Benefits	Director of Supplemental Programs & Accountability - Certificated Salary, Employee Benefits
Amount	$81,661	$83,792	$85,280
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Administrative Assistant for Supplemental Programs & Accountability - Classified Salary, Employee Benefits	Administrative Assistant for Supplemental Programs & Accountability - Classified Salary, Employee Benefits	Administrative Assistant for Supplemental Programs & Accountability - Classified Salary, Employee Benefits
Amount	$44,850	$41,940	$43,293
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Illuminate Online Assessment & Analytics System - Services & Other Operating Expenditures	Illuminate Online Assessment & Analytics System - Services & Other Operating Expenditures	Illuminate Online Assessment & Analytics System - Services & Other Operating Expenditures

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Interventions	Interventions	Interventions
(a) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for students not making adequate progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, PowerSchool, Illuminate, I-Ready, and other relevant artifacts.	(a) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for students not making adequate progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, PowerSchool, Illuminate, i-Ready, and other relevant artifacts.	(a) Teachers, supported by administrators, will participate in weekly, collaborative PLCs to analyze common formative assessment data and prescribe targeted interventions for students not making adequate progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, PowerSchool, Illuminate, i-Ready, and other relevant artifacts.
(b) A district MTSS team will be established to develop a comprehensive MTSS plan to be implemented district-wide.	(b) The district MTSS team will finalize and begin implementing a comprehensive, district-wide MTSS plan. The team will support site administrators and leadership teams in implementing the MTSS plan district-wide. Necessary	(b) The district MTSS team, supported by a part-time MTSS coordinator, will finalize the District's comprehensive MTSS plan. Necessary resources to support Tier II and Tier III interventions will be provided.